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ABSTRACT

This manual is designed to teach teachers how to incorporate sex fair practices in their vocational education classrooms. The manual contains three sections. The first section, A Look at Where We Are, contains seven activities for teacher self-assessment of attitudes toward sex roles and sex fairness and a paradigm for assessing influencing factors relating to entry of students in areas nontraditional to their sex. Section 2, A Look at Where We Are Going, provides general suggestions for creating a sex-fair climate in any vocational classroom. It contains nine learning experiences on such subjects as the media, attitudes, career choice, self-concept, and language; attention getters, such as quotations and sentence completions that may be reproduced for student use; suggestions for audio-visuals; listening tips; and information on assertive behavior and consciousness raising. The final section, A Pathway for You, contains lessons and activities designed to provide specific learning experiences for students in the various service areas of vocational education (agriculture, distributive education, health occupations, home economics, handicapped, industrial arts, trade and industrial, and office occupations). Language and audio visual aids are suggested for establishment of classroom climate. These are followed by attention-getters and learning experiences, and some bulletin board ideas are included. For each subject, a sample plan of action is provided for the teacher. (KC)

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ED219551

SEX EQUITY IN THE CLASSROOM - - TEACHER STRATEGIES

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Dear Vocational Educator:

How much do you know about "sex equity"? Are you as a vocational educator prepared to incorporate sex fair practices in your classroom? Are you prepared to be a leader in eliminating sex bias in your school?

Sex equity, teachers, is not just an attitude. Sex equity is the law. Laws mandate, but the intrinsic change comes slowly by changing the attitudes of people to accept that law.

The role of incorporating sex fair practices in education is left up to each vocational educator who controls the activities of his/her classroom. That is why this manual has been prepared for you, the teacher. It assists you first in examining your own attitudes and position toward sex equity, and then provides you with tools to help students follow the same process. Please examine, read, question, and **use** this manual with an open attitude toward change -- toward equity for everyone.

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A
LOOK
AT
WHERE
WE
ARE

"If you don't know where you're going, you'll probably end up somewhere else."[1]

David Campbell

To incorporate sex equity into our vocational classrooms, we must set our goals and strive for them or else we will end up like the individual Dr. Campbell was describing in the statement above. Importantly, too, we must examine where we now stand as vocational educators, both individually and collectively, before we may proceed. You have to decide where you **are** before you can move ahead.

"A Look at Where We Are" is designed to provide you with some general background information about sex equity in vocational education and to help you as an individual examine your own awareness and attitudes. The manual will proceed with activities to help you in your classroom, but begin here by examining your own attitudes. Your attitudes, your opinions determine the effectiveness of the activities used in your classroom.

First, let us examine vocational educators' position collectively. With the passage of Title IX of the 1972 educational amendments, school districts moved to remove the discrimination barriers that prevented students from enrolling in programs. When the 1976 vocational amendments were passed, vocational education started moving a step further - not only in evaluating situations for sex fair behavior, but also for sex affirmative behavior.

With sex equity such a contemporary issue and with legislation in education to support sex equity, perhaps you feel the subject has been exhausted. If so, consider this startling statement:

> "Scholars have determined the rate of occupational segration by sex is exactly as great today as it was at the turn of the century, if not a little greater."[2]

In 1900 . . .	*Today . . .*
The most common occupation for American women was unpaid labor in the home	The same is true
Most women in occupations were in those disproportionately filled by women.	The same is true.
One occupation employed 1/3 of the female labor force -- domestic service.	One occupation still employs 1/3 of the female labor force - - clerical work.

These statements point out that inequities still exist for women. Furthermore, they suggest inequities for men who might choose a traditionally female occupation. The issue, then, is not simply women's equality or equity, but sex equity.

Exhibit A provides a breakdown by sex and service area of vocational student enrollment in Mississippi for 1979. In two service areas traditionally labeled male and female, note percentages. Eighty-five percent of all students enrolled in high school consumer home economics were female. Male students comprised 90.1% of all students, at both the secondary and post secondary levels enrolled in agriculture. Consider your own service area. Compare Mississippi's statistics with those of your own classroom. How do you compare?

Exhibits B and C allow comparision between Mississippi's enrollment figures and national enrollment distribution. Again, a strong imbalance exists in every service area except distributive education.

Exhibit A[3]

TABLE 6
STATE OF MISSISSIPPI
VOCATIONAL EDUCATION STUDENT
ENROLLMENT BY SERVICE AREA AND SEX

	Secondary				Post-Secondary				
	Female	%	Male	%	Female	%	Male	%	Total
Agriculture	*(10) 1,588	10	(90) 14,053	87	**(13) 59	1	(87) 379	2	16,079
Distributive	(58) 2,978	49	(42) 2,169	35	(58) 562	9	(42) 405	7	6,114
Health	(88) 142	6	(12) 20	1	(93) 2,025	87	(7) 145	6	2,332
Home Economics	(84) 35,686	83	(16) 6,731	15	(96) 323	1	(4) 14	1	42,754
Business and Office	(96) 2,464	41	(4) 102	2	(89) 3,051	51	(11) 372	6	5,989
Technical	(33) 5	.3	(67) 10	1	(14) 239	13.7	(86) 1,410	85	1,664
Trade and Industrial	(10) 1,201	6	(90) 10,844	56	(9) 697	4	(91) 6,648	34	19,390
Group Guidance (Handicapped)	(50) 3,729	50	(50) 3,773	50	-- --	-	--	--	7,502
Group Guidance	(35) 552	30	(65) 1,029	55	(34) 98	5	(66) 189	10	1,868
Remedial Related	(26) 828	15	(74) 2,390	42	(31) 762	13	(69) 1,721	30	5,701
Industrial Arts	(20) 5,043	20	(80) 19,964	80	-- --	--	-- --	--	25,007
Mississippi Totals	(47) 54,216	40	(53) 61,085	45	(41) 7,816	6	(59) 11,283	9	134,400

*Secondary Percentage Only

**Post-Secondary Percentage Only

Exhibit B[4]

Table II

Distribution of Females and Males in Vocational Education—1975

Major Occupation Group	Percent Female	Percent Male
Agriculture	9.2	90.9
Distribution	42.8	57.2
Health	72.7	28.3
Consumer and Homemaking	81.9	18.1
Occupational Home Economics	73.2	26.8
Office	63.9	36.1
Trade and Industry	12.6	87.4

Distribution figures in the vocational classrooms appear consistent with distribution percentages in the actual labor force as evidenced by Table III.

Exhibit C[5]

Table III

Distribution of Women and Men in the Labor Force—1977

Major Occupation Group	Percent Women	Percent Men
Professional/technical workers	42.0	58.0
Manager/administrators	20.8	79.2
Sales workers	42.9	57.1
Clerical workers	78.2	21.3
Craft and kindred workers	14.8	95.2
Operatives	31.2	68.8
Nonfarm laborers	9.3	90.7
Service workers	61.5	38.5
Farm workers	16.2	83.8

Clerical workers are predominately female. Craft and kindred work is predominately male. Note other imbalances. Are we as vocational educators perpetuating this imbalance by the education we are offering?

Vocational education has always assumed the responsibility of preparing the individual for the world of work. Consider this statement made by Deborah Ashford, a special advisor on women's issues to the Deputy Commissioner of Education for Occupational and Adult Education:

> The real issue is not just which sex is preparing for which job, but whether vocational schools are preparing **both** sexes to survive in today's world. The problem is greater for females now, but we have to recognize that we have also failed males if they graduate from vocational schools without being prepared for all the aspects of raising a family. Vocational education has been very successful in educating students for half their lives--boys to enter careers, girls to be homemakers. Now we have to start educating them for all their lives.[6]

In support of Ms. Ashford's theory, current statistics on social and economic conditions show an intensifying need for members of both sexes to provide for themselves and their dependents:

--41% of all women are now participating in the labor force.

--In over 47% of all families, both husbands and wives work.

--Over 46% of all wives with children under 18 years of age are now participating in the labor force.

--68% of all females in the labor force are there because of economic need.[7]

The traditional family no longer is considered the only "normal" family situation. Other patterns emerging in family situations include single parents, single adoptive parents, and married non-parents. These patterns result in equal partnerships, shared careers, and role reversal patterns.

Vocational education faces the almost insurmountable task of preparing the youth of society to exist in a progressing, changing world. Ms. Ashford comments that, "Vocational education is changing as rapidly as any other segment of the educational establishment. Vocational schools should not be asked to assume full blame for a society that programs children from the day they are born."[8] However, legislation mandates that we, as vocational educators, will work on both sex discrimination and bias in vocational education. Our positive perspective must be that we, as vocational educators, work to eliminate sex discrimination and bias in our classrooms.

Consider your role in education as you study the next several pages. First, examine your attitudes and impressions of what you read. Then consider the teacher's position in relation to students' attitudes and choices. Finally, determine your responsibilities as a teacher in guiding the students to examine their own attitudes and choices and to make their own decisions.

The preceeding pages have provided some general information about sex equity. Use the activities on the next several pages to examine your attitudes and actions concerning sex equity. The activities are numbered for easy reference. A purpose is stated for each activity. Use those activities which you choose, in the sequence you desire. Activity 1, "When I Was Young . . . ", on the next page is a short exercise which will begin to help you examine yourself.

Activity 1: "When I was young . . ."*

Purpose: To examine one's own attitudes for sex bias.

Having already established that attitudes are formed early in life, complete the following sentences, and remember how it was when you were growing up. (You might want to do this exercise with older students also.)

1. Because I was a girl/boy, I was treated differently in school in the following ways:
    a. elementary school . . .
    b. middle school - junior high school . . .
    c. senior hign school . . .
2. When I was growing up, women in my culture . . .
3. When I was growing up, men in my culture . . .
4. Women in my family thought a woman should be . . .
5. Men in my family thought a woman should be . . .
6. Women in my family thought a man should be . . .
7. Men in my family thought a man should be . . .
8. A woman should be . . .
9. A man should be . . .
10. My children will probably think a man should be . . .
11. My children will probably think a woman should be . . .

Do your answers tell you anything about your attitudes? Continue to evaluate your own attitudes by comparing your actions with those of the teacher in the cartoon on the next page.

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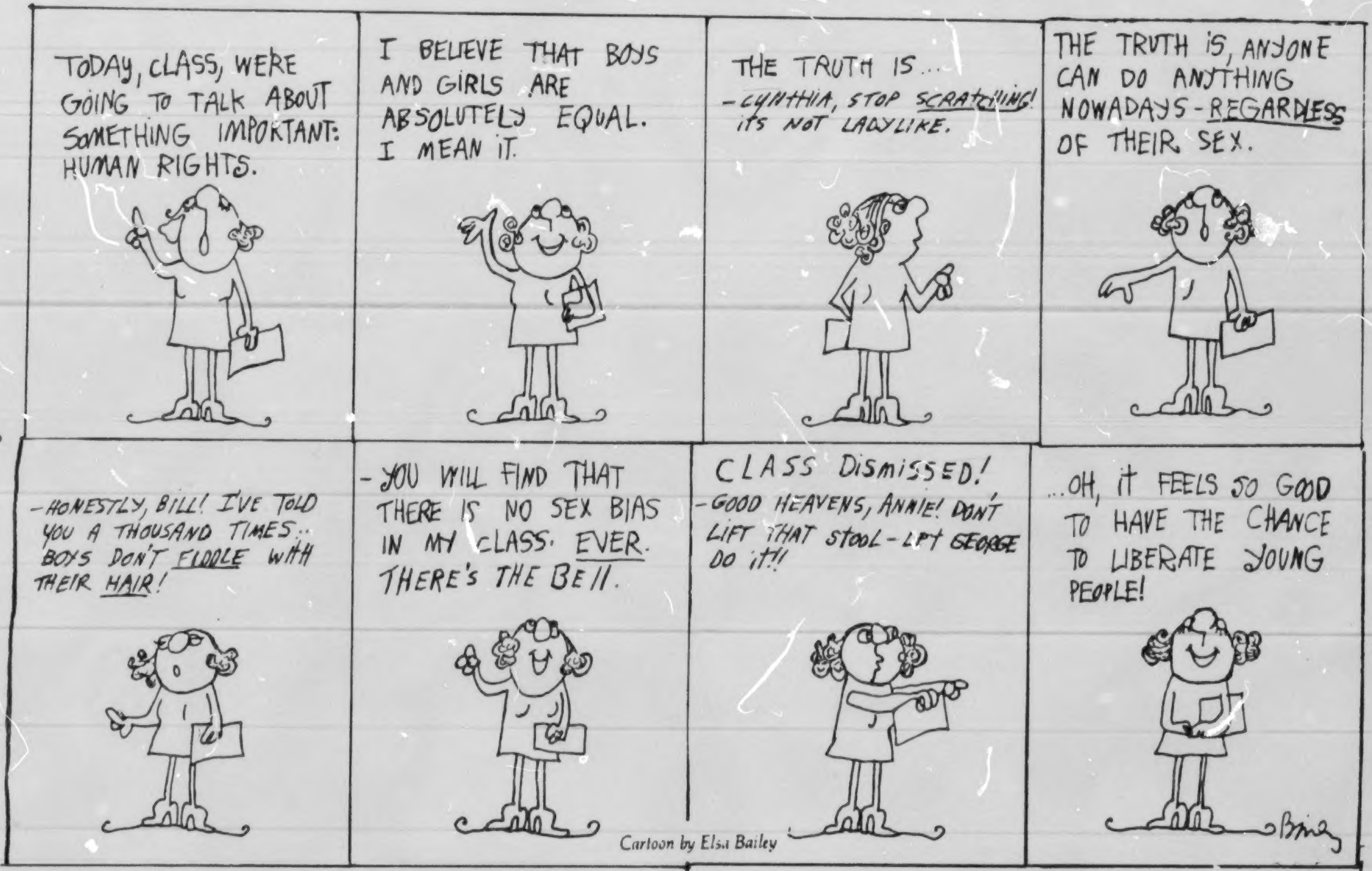
*Adapted from: Claire B. Halverson, PhD, Judith J. Hunsaker, MEd, and Richard G. Larson, PhD, **Teaching Methods and Instructional Materials** (Washington, D.C.: Women's Educational Equity Act Program, U.S. Department of Health, Education, and Welfare, 1978), p. 48.

Do you recognize any of these teacher comments as being some of yours?


TODAY, CLASS, WERE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS... -CYNTHIA, STOP SCRATCHING! its NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS-REGARDLESS OF THEIR SEX.
-HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES... BOYS DON'T FIDDLE WITH THEIR HAIR!
-YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER. THERE'S THE BELL.
CLASS DISMISSED! -GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL-LET GEORGE DO it!!
...OH, it FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!
Bailey

Cartoon by Elsa Bailey

__Jr. of Teacher Education__, 1975, 26, 4, p. 290.

Activity 2: Check Yourself*

Purpose: To examine one's actions for sex bias.

Circle "yes" or "no" as it applies to you as an educator.

1.	Do I use "she" and "her" when I make reference to teachers, but "he" and "him" when making reference to school administrators?	yes	no
2.	Do I encourage boys to be chivalrous (offer seats, hold doors, etc.)?	yes	no
3.	Do I tolerate behavior in boys that I would not in girls and vice versa?	yes	no
4.	Do I think of and refer to girls as "sweet, helpful, gentle, neat, dainty, emotional, weak" and boys as "strong, aggressive, active, bad, athletic, creative, and brave"?	yes	no
5.	Do I make jokes about women's liberation, or do I laugh when someone else does?	yes	no
6.	Do I ever compliment a young women or female colleague by telling her she "worked like a man" or did a "man-sized job" or she "thinks like a man"?	yes	no
7.	Do I ever use sexist generalizations like: "Boys will be boys," "Dumb blond," "Take it like a man," "Women are intuitive."?	yes	no
8.	Do I ever call girls "tom boys" or boys "sissies"?	yes	no
9.	Do I find myself talking in a different tone of voice with a boy than with a girl?	yes	no
10.	Do I assume that the "head of the family" is a male or that every child lives with a mother and father who are married?	yes	no
11	Do I ask only mothers to contribute refreshments, chaperone events, or give volunteer time?	yes	no
12.	Do I ask only boys to do heavy work and perform executive duties in the classroom and only girls to do light work and secretarial duties?	yes	no
13.	Do I pity girls who are unable or unwilling to be fasionable and call special attention to girls who are fashionable?	yes	no
14.	Do I pity boys who are unable or unwilling to be athletic and call special attention to boys who are athletic?	yes	no
15.	Do I group students for activities by sex (i.e. spelling bees, lunch lines, sports, etc.)?	yes	no
16.	Do I ever say, "Boys shouldn't hit girls", or "Ladies don't sit/talk that way", or "Ladies first"?	yes	no
17.	Do I expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls?	yes	no
18.	Do I tend to discipline girls verbally and leniently and boys physically and strictly?	yes	no
19.	Do I feel it is more important to help boys sort out career options than to help girls do the same?	yes	no
20.	Do I counsel a female student to take into consideration her future role as wife and mother when considering career choices more than I advise a male student to consider his future role as husband and father when considering career choices?	yes	no

"Yes" responses are considered to be sexist. If a majority of your answers were sexist, reassess your attitudes and beliefs about sex roles and equal education. You might like to slightly revise this questionnaire and let your students evaluate you.

*Questions for the checklist were adapted from the following sources:

Linda Clark and Sharon Lord, "What's Your Sexism Quotient?"

Marge Harouff, "Sex Bias and Sex Discrimination in Vocational Education: Guilty or Not Guilty?" (Nebraska Department of Education, 1979).

James D. Good, "Checklist for Teachers," **Untapped Resources in Vocational Education** (Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1979), pp. AS-97-100.

Activity 3: Sex Equity -- The Language That We Use . . .

Purpose: To become familiar with language related to sex equity.

Take a few minutes to write down your definitions of the following terms. Then turn the page to find a complete list of terms related to sex equity. How do your preconceived definitions compare?

1. Sex discrimination
2. Sex bias
3. Sex role stereotyping
4. Equity
5. Sex fairness
6. Sex affirmative
7. Nontraditional worker
8. Displaced homemaker
9. Sexism
10. Feminism

An abbreviated list of the sex equity language also appears in the student manual, page 8.

SEX EQUITY--THE LANGUAGE THAT WE USE . . .*

Sex Equity is the term that describes an educational environment where individuals would consider options and make choices based on their abilities and talents and not on sex role stereotypes and expectations. In addition, there are many other terms about sex equity that are new and sometimes confusing:

1. Sex Discrimination--Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
2. Sex Bias--Behaviors resulting from the assumption that one sex is superior to the other.
3. Sex Role Stereotyping--Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
4. Occupational Sex Role Stereotypes--Those in which specific occupations are linked, and believed to be appropriate, to members of one or the other sex.
5. Equity--Moving beyond discrimination—reforming and improving; based on concepts of fairness.
6. Equality--The quality or state of being equal.
7. Sex Fairness--Treating both sexes in the same manner.
8. Sex Affirmative--Actions which attempt to compensate for or overcome the effects of past discrimination or bias.
9. Nontraditional Worker--A person employed in an occupational area once considered appropriate for the opposite sex.
10. Displaced Homemaker--A person who has not been in the labor market for several years or who has no marketable skill and because of divorce, death, or separation, finds it necessary to pursue a career outside the home.
11. Sexism--The collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior.
12. Sex Role Socialization--The differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.
13. Feminism--(1) The principle that there should be political, economic, and social equality of the sexes; (2) The movement to win political, economic, and social rights for women.
14. Feminist--One who advocates or practices feminism.
15. Women's Libber--A code word for "man-hater."
16. Male Biased--Pictures, language, and the general message of the book portray mostly males.
17. Balanced--Printed materials that deals with both males and females equally.
18. Female Biased--Pictures, language, and the general message of the book portray mostly females.

*Adapted from: **Action Beyond Access**, 1, No.1 (September, 1978), Illinois Office of Education, Department of Adult, Vocational and Technical Education.

Activity 4: Recognizing Sexist and Nonsexist Behaviors: For Instructors*

Purpose: To examine one's teacher behavior for sex fairness.

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination legislation

B - Sex-biased behavior - reflects bias or stereotyping but it is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As an instructor you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

Responses: _____A "You finally got your hair cut. Melissa, you certainly look much more attractive." / "Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."

_____B "Kathy and Louie, both of you did an excellent job on planing those doors. That's really good work."

_____C "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here."

2. Situation: You observe the following non-verbal behavior patterns of a male welding instructor:

Responses: _____A He visits the work station of males and females with approximately the same rate of frequency.

_____B He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.

_____C He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. Situation: You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as an instructor you:

Responses: _____A Require students working behind the counter waiting on customers to wear unisex jackets.

_____B Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.

_____C Allow male students to wear T-shirts and tank tops but not females.

4. Situation: As a home economics instructor, you encourage your students to be in good physical and mental health by:

Responses: _____A Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball, while females (in leotards) are pictured doing exercises and riding bikes.

_____B Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance.

_____C Inviting a cosmetics consultant in to demonstrate use of makeup to females in your class; showing males a movie on aerobics.

5. Situation: In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

Responses: _____A Both adult males and females taking care of and playing with children.

_____B Females caring for children and males playing with children.

_____C Males doing yard work; females doing laundry and cleaning.

_____D Females doing yard work; males doing laundry and cleaning; both doing cooking.

6. Situation: The following are excerpts from career education materials distrubuted in your school's job placement center.

Responses: _____A "All girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

_____B "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."

_____C (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

7. Situation: You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

Responses: _____A Survival for Singles
_____B Bachelor Living
_____C Living Alone and Liking It
_____D Basic Home Economics for Boys

8. Situation: In making assignments, you:

Responses: _____A Require males to make a bookcase; females, a cheese board.
_____B Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.
_____C Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

_____A As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.
_____B As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

Responses: _____A Ask the counselor to remove him from your class.
_____B Ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now.

*Adapted from: James D. Good, "Worksheet 16," **Untapped Resources in Vocational Education** (Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1979).

Activity 5: Assessing Sex Equity In Vocational Education: For Instructors*

Purpose: To examine classroom behavior for sex fairness.

Listed below are a number of five-point scales which relate to **Instructors'** responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/classroom and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

1	2	3	4	5
No action taken in this area		Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?		Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping?

1	2	3	4	5
No action taken in this area		Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex?

1	2	3	4	5
No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area becuase of past sex bias or discrimination receive such help?
1	2	3	4	5
No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?
1	2	3	4	5
No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?
1	2	3	4	5
No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

Total equity score:______ (Compute total for all scales and divide by 6.)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the funds authorized by the Education Amendments of 1976.

*Source: James D. Good, "Worksheet 10," **Untapped Resources in Vocational Education** (Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1979).

Activity 6: Leadership Responsibilities of Vocational Teachers*

Purpose: To identify affirmative leadership action in sex equity taken by teacher.

Check yourself. The affirmative action steps below reflect activities of a leader. Place a check beside those activities in which you have participated.

—— Participate in in-service training for all teachers of vocational education in eliminating sex bias and sex-role stereotyping.

—— Assist with the recruitment in hiring male teachers for female-dominated classes and female teachers for male-dominated classes.

—— Replace or revise sex-biased classroom materials, textbooks, filmstrips, cassettes, charts, etc.

—— Develop up-to-date classroom resource materials that provide information on changing occupational roles of men and women.

—— Improve teaching skills through in-service training to meet the needs of both sexes.

—— Develop positive teacher attitudes and behaviors toward both sexes in the utilization of instructional materials.

—— Provide flexibility of entrance into vocational education classes, courses, programs.

—— Encourage participation of both sexes in student organization activities, including leadership roles in traditionally one-sex-dominated chapters.

—— Recommend to appropriate person(s) adequate budgetary needs for nonsexist instruction in existing programs and new programs.

—— Recommend the procurement of modern, safety-tested equipment for instructional use with males and females preparing for designated occupations.

—— Recommend that adequate facility space be allocated to meet the needs of the programs for all students enrolled.

—— Assist counselors with the development of career and job information to facilitate sex equity in vocational choices.

—— Assist with job placement for both males and females.

—— Interface with business, industry, labor and agriculture to identify local employment needs and secure classroom resource persons to provide relevant job information.

—— Include in the composition of a program advisory committee representation of both sexes.

—— Use advisory committees to help implement new programs, facilitate equal opportunities and job placement and upgrade the equality of existing programs.

*Adapted from: Sex Equity Unit, **Equal Opportunities in Vocational Education** (Montgomery, AL: Alabama State Department of Education, 1978), p. 26.

Activity 7: Efforts Toward Reducing Sex Stereotyping in Vocational Courses Checklist

Purpose: To evaluate current vocational program for sex fair practices.

On the following pages are a number of point scales which relate to **Instructors'** responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination and vocational sex equity in student access to courses. The far right point of the scales (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976 (P.L. 94-482).

Read each scale, decide where you think your program falls, and circle the number which best corresponds.

Adapted From: "Efforts Toward Reducing Sex Stereotyping in Vocational Home Economics Checklist" developed by Maryland State Department of Education and revised and distributed by Mississippi's State Department of Home Economics Education.

EFFORTS TOWARD REDUCING SEX STEREOTYPING
IN VOCATIONAL COURSES
CHECKLIST

Directions: Read each statement and circle the appropriate number as you consider your current program.

I. Curriculum/Reference Materials

	1	2	3	4	5
1. Does the department (and/or school district have a policy for the purchase of instructional materials that evaluates for sex stereotyping and bias?	No action taken in this area		Department and/or school district working on a policy		Department and/or school district has established policy and distributed to teachers & parents
2. Have commercial instructional materials been evaluated for sex stereotyping and bias?	No action taken in this area		Instructional materials are under evaluation		Instructional materials have been evaluated and results published.
3. Do you make students aware that materials are sex biased when you have to use them?	No action taken in this area		Techniques for helping students recognize sex bias in instructional materials are being developed		Students are given instruction in identifying sex biased material and examples are given from material used
4. Do you develop an awareness on the part of students concerning their language in relation to sex stereotyping and bias?	No action taken in this area		Techniques and materials for helping students become aware of sexist language are being developed		Students are aware of sexist language & have specific instruction for eliminating sex-biased vocabulary

	1	2	3	4	5
5. Does each course teach skills without stereotyping roles?	No action taken in this area		Curriculum is being evaluated for stereotyped roles and I am conscious of my instructional approach to occupations		Each course in my curriculum presents non-stereotyped approach to occupations
6. Do you expect students of one sex to know more than the other upon entering the course?	No action taken in this area		All students are perceived equal in knowledge of skills		Sex fair entry level pretests of knowledge have been developed and used in classes
7. When discussing careers, are **all** students given full information and encouragement to consider careers on their interests, needs, and abilities?	No action taken in this area		An unstereotyped presentation of all careers is presented in my curriculum and my teaching		Students are exposed to role models of both sexes for all careers discussed
8. Are resource persons of both sexes used for presentations?	No action taken in this area		Male and female resource persons are used equally		Resource persons are used for presenting non-stereotyped roles (i.e., a male homemaker, female doctor, etc.)

II. Teacher/Administration Behavior

	1	2	3	4	5
1. Is scheduling flexible enough to allow all students to elect the course?	No action taken taken in this area		Scheduling permits males and females opportunity to elect the the course		Administration actively supports a non-stereotyped approach to occupations, permits no scheduling conflicts, and encourages males and females to elect the course

	1	2	3	4	5
2. Is criteria for student selection the same for males and females?	No action taken in this area		Programs and courses are open to both males females according to same criteria, i.e., all female applicants are **not** admitted first with a space-available allocation for male applicants		Curricular and programmatic changes have been made to assure males and females entering and remaining in courses/programs non-traditional to their sex
3. Do you assign most responsibilities and tasks on a basis other than sex (i.e., boys do heavy work and girls arrange flowers)?	No action taken in this area		Tasks are assigned on equal basis with no stereotyping		Curriculum consciously encourages opportunities for equal division of tasks and concepts of equality of interest and ability are taught
4. Do administrators encourage cooperation of your course with other disciplines?	No action taken in this area		Administrators encourage cooperation		a plan for active cooperation and collaboration of this course and other disciplines has been developed and implemented
5. Are strategies used to increase the awareness of general student body about your programs?	No action taken in this area		A plan is being formulated to publicize program in school		An active public relations campaign was developed and used at frequent intervals to inform students of program
6. Do you have more males/females in your program this year than last?	No action taken in this area		Number of males/females is same as last year		Number of males/females has increased this year
7. Have you analyzed your nonverbal classroom behavior in relation to male and female eye contact, questioning, time allowed for responses?	No action taken in this area		I am conscious of my non-verbal classroom behavior and am working on improvement		My non-verbal classroom behavior is sexfair and I have encouraged my colleagues to examine their behavior.

III. Accessibility/Enrollment

	1	2	3	4	5
1. Are materials available to introduce parents and the community to your program?	No action taken in this area		Some materials are published and available		Non-stereotyped materials which present a dynamic picture of the program have been developed and used
2. If your course is a required course, is it required for males and females?	No action taken in this area		If courses are required, both males and females required equally		Females & males enroll in my program in proportion to their enrollment in the student body.
3. Are titles and descriptions of all courses described in non-sexist language to encourage the enrollment of members of both sexes?	No action taken in this area		Titles and descriptions are being reviewed for elimination of sex stereotyping		All titles and descriptions have been reviewed and revised to eliminate sexist language
4. Do students (females and males) have equal access to participation and leadership roles in each student organization sponsored by the school?	No action taken in this area		FHA/HERO participation and leadership roles are open to males and females		Participation and opportunities for leadership in the student organizations is an integral part of classroom instruction open and encouraged for all students
5. Are students encouraged to observe your classes to increase their awareness of vocational programs?	No action taken in this area		A plan is being developed to allow student observations during school year		A plan has been developed and implemented to allow students observation time throughout school year.

IV. Interaction with School/Community

	1	2	3	4	5
1. Do you use a variety of ways to inform parents and school personnel about current course content and its appropriateness to both male and female students?	No action taken in this area		A plan is being developed to inform parents and school personnel about courses		A variety of ways are used to inform parents and school personnel about courses

	1	2	3	4	5
2. Do you work with guidance counselors to develop procedures which reflect the concept that the skills taught in your course are equally appropriate for males and females?	No action taken in this area		Guidance counselors have been approached and some information given to them		Active sharing of information between teachers & guidance counselors reflects concept that the skills in this course are important to all students

	1	2	3	4	5
3. Do you make every effort to help the business, labor, industrial and professional community understand the contribution that your program makes to the labor force?	No action taken in this area		A plan is being developed to help groups understand contribution of program		An advisory council composed of representatives from all groups has been formed for this program in school

V. Facilities/Classrooms/Equipment and Supplies

1. Given that human beings vary in size, shape, dexterity, and developmental stages in the life cycle:

	1	2	3	4	5
a) Does the furniture placement allow all students to move about comfortably?	No action taken in this area		Room arrangement is being evaluated		Students of all sizes can move adequately in room
b) Does the furniture reflect versatility to accommodate students of varying sizes?	No action taken in this area		Furniture is being evaluated		Furniture reflects various sizes and styles to accommodate students
c) Are your supplies and equipment designed for durability and ease of use?	No action taken in this area		Supplies and equipment are being evaluated		Supplies and equipment are selected with durability and ease of use as criteria
d) Are the classroom furnishings designed for durability and ease of use?	No action taken in this area		Classroom furnishings are being evaluated		All classroom furnishings are selected for durability and ease of use. Phasing out of non-desirable furnishings is taking place.

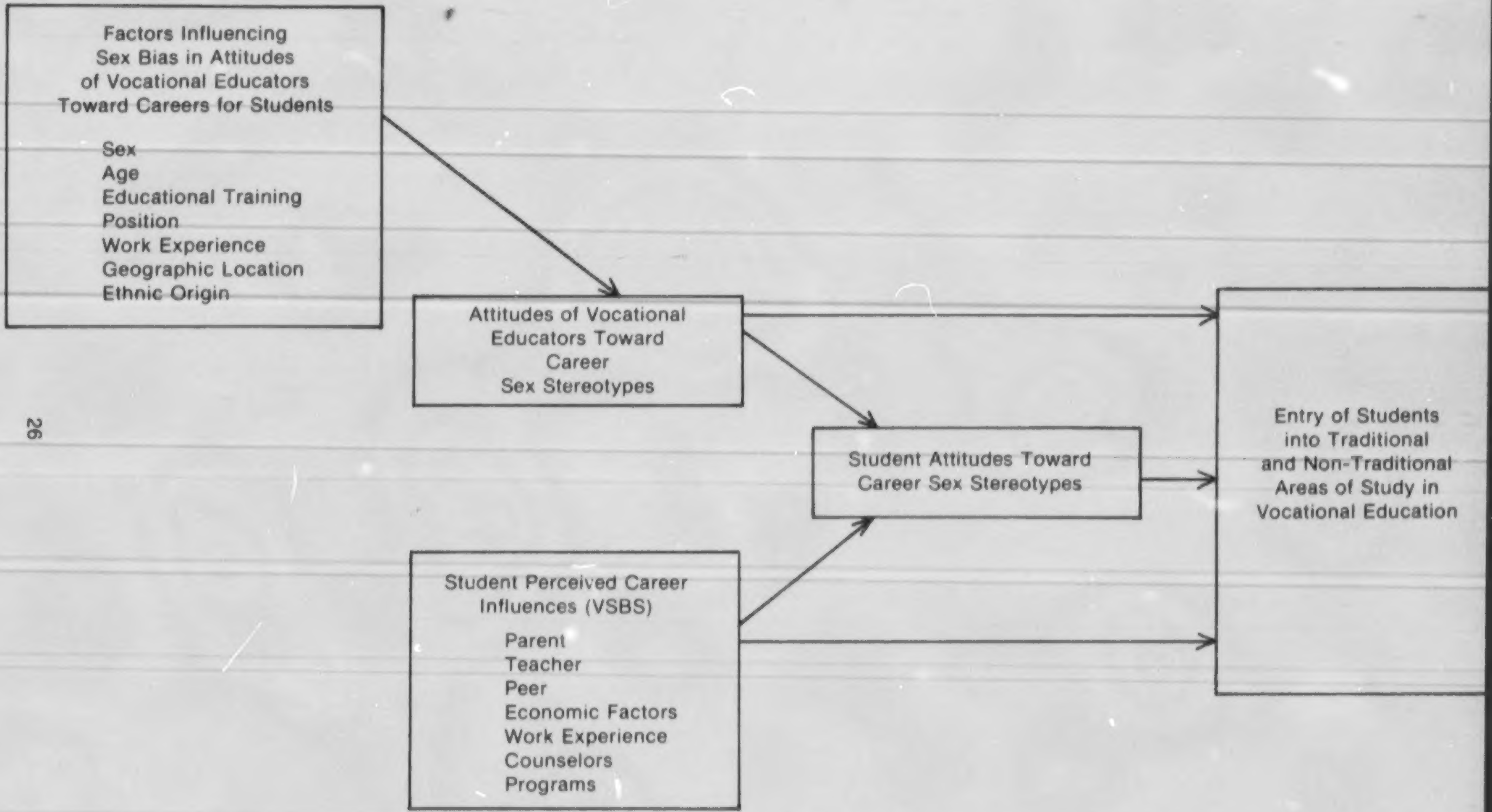
	1	2	3	4	5
2. Do photographs and wall hangings in the classroom show both sexes involved in the program?	No action taken in this area		Photographs and wall hangings are being evaluated		Photographs and wall hangings show both sexes equally
3. Do materials displayed in show cases reflect both sexes involved in the program?	No action taken in this area		Display cases are being evaluated		Display cases reflect both sexes according to developed criteria shared with students
4. Do the colors, textures, and design selected for furnishings, equipment, and supplies reflect an unstereotyped atmosphere?	No action taken in this area		Color, texture, & design are being evaluated		Furnishings, equipment and supplies present a non-stereotyped atmosphere
5. If protective clothing (aprons, hair coverings, smocks, etc.) is required in a classroom setting, is it of unbiased design?	No action taken in this area		Protective clothing is being evaluated		All students have same requirements for unbiased protective clothing
6. Are sufficient fitting, dressing, & restroom areas provided for the privacy and convenience of all students?	No action taken in this area		All areas are being evaluated		Students of both sexes have convenient and private areas.

Total Equity Score: ____________

(Compute total for all scales and divide by 5.)

If your total equity score is 34, it indicates you have made outstanding efforts to overcome sex bias and stereotyping in your program; a score less than 34 indicated continued efforts are needed to assure compliance with P.L. 94-482 and Title IX.

The pardigm below emphasizes the educator's role in eliminating sex bias practices in vocational education.


Factors Influencing Sex Bias in Attitudes of Vocational Educators Toward Careers for Students
Sex
Age
Educational Training
Position
Work Experience
Geographic Location
Ethnic Origin
Attitudes of Vocational Educators Toward Career Sex Stereotypes
Student Attitudes Toward Career Sex Stereotypes
Entry of Students into Traditional and Non-Traditional Areas of Study in Vocational Education
Student Perceived Career Influences (VSBS)
Parent
Teacher
Peer
Economic Factors
Work Experience
Counselors
Programs

Paradigm for Assessing Influencing Factors Relating to Entry of Students in Areas Non-Traditional for Their Sex

Source: Taken from information distributed at Mississippi's State Sex Equity Institute, Mississippi University for Women, Columbus, MS, July, 1978.

FOOTNOTES

[1] David Campbell, **If You Don't Know Where Your're Going, You'll Probably End Up Somewhere Else** (Niles, IL: Argus Communications, 1974), p. 10.

[2] Louise Kapp Howe, **Pink Collar Workers--Inside the World of Women's Work** (New York: G.P. Putnam's Sons, 1977), p. 16.

[3] Sex Equity Office, **Report on the Status of Males and Females in Vocational Education: Fiscal Year 1979** (Jackson: Vocational-Technical Division, Mississipi Department of Education, 1979), p. 11.

[4] Millie Huff, **Equal Vocational Opportunity--A Sex Equity Training Model** (Nashville, TN: Tennessee Department of Education, 1978), p. 6, citing Department of Health, Education and Welfare's Office of Education, Bureau of Occupational and Adult Education, "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977).

[5] Huff, p. 6, citing U.S. Department of Labor, Women's Bureau.

[6] Phyllis Lehmann. "Cutting Sex Bias Out of Vocational Education," **The Education Digest**, XLII, No. 7 (March, 1977), p. 35.

[7] Sex Equity Unit, **Equal Opportunities in Vocational Education** (Montgomery, AL: Alabama State Department of Education, 1978), p. 1.

[8] Lehmann, p. 33.

"A Look at Where We Are" was designed to provide activities for self-evaluation and information to assist in the development of positive attitudes with regard to sex equity. If the chapter was successful, you now recognize the value of incorporating sex equity into your classroom. The remainder of this manual will provide tools for so doing. The next section deals with general suggestions for creating a sex-fair climate in any vocatinal classroom.

A
LOOK
AT
WHERE
WE
ARE
GOING

A pathway for
everyone . . .

00.0000

GENERAL SUGGESTIONS

"Learning is the discovery that something is possible."[1]

Fritz Perls

The previous section provided you, the teacher, with an opportunity to evaluate your own attitudes and actions in relation to sex equity. We need to look at opportunities for students to do the same.

"Androgyny" has been defined as "the psychological attitude which encourages role flexibility by allowing individuals to operate outside cultural and social stereotypes. Rather than being masculine or feminine, an 'androgynous' person is one who intergrates feminine and masculine behaviors."[2] "Role flexibility" should help students cope with whatever they must face in their career lives. It is the teacher's responsibility to provide the students with the options of creating this "role flexibility."

As you begin teaching about sex equity, here are some guidelines for you to consider:

On the following pages are some suggested activities and lessons for use with your students. They are numbered, but it is not necessary that they be taught in the sequence provided. It is hoped that they will stimulate ideas of your own as well.

Arthur Combs has said that a sign of creative teaching is "when teachers permit children to be what they are and not just what teachers want them to become, making openness to experience and a self-directed moving into learning possible."[3] Remember this statement as you use activities from this chapter in your classroom. Use the activities provided to serve your students' needs and create new activities to fit the personalities of you and your students.

THE CLASSROOM CLIMATE

Educators realize the value in establishing a comfortable classroom climate before learning may be achieved. This is especially true when discussing sex equity since emotions and opinions are often involved. The following pages provide suggestions to help you create an atmosphere conducive to learning and an open exchange of ideas.

The "Person Rule"*

Before you begin to work with the class as a group, you will probably need to set rules for working together on this subject so that a cooperative, mutually-respecting climate will prevail. The "Person Rule" is a good overall agreement upon which to rely. It could be posted in the room and also duplicated for each student to sign and keep.[2]

Person Rule

I WILL ENCOURAGE MY RIGHT AND ALSO YOUR RIGHT TO BE A PERSON WHO HAS INDIVIDUAL PERSONAL STANDS AND FEELINGS, BY WHAT I DO AND BY WHAT I SAY AT ALL TIMES.

Person Rule

I, ______________________________
AM A PERSON WITH WORTHWHILE FEELINGS AND IDEAS.

Once the "Person Rule" has been agreed upon and put into effect, anyone in the classroom may remind anyone else of the rule by saying aloud, "Person rule!" whenever the agreement is being disregarded.

*Adapted from: Carolyn Purgraski, **Sorting Life Out and Getting It Together** (Bay City, MI: C.E.M. Company, 1975), p. 81.

It is important to avoid discouraging students' openness by making remarks that are critical. Review these examples for yourself, then share them with the students.

MAINTAINING A CLIMATE OF COOPERATION AND MUTUAL TRUST*

	Focus On:	**Avoid:**
1.	**What can be observed and mutually verified**	**What is inferred, judgmental; hard to verify or agree upon mutually**
	Stick to the specific, the action, the here-and-now	
	Examples:	Examples:
	"He made his suggestion three times."	"He's pushy; he's boring."
	"The director talked through most of the meeting."	"She's too domineering."
	"Barbara's report has more facts than Sam's."	"Barbara spends too much effort on trivial details, and Sam gets lost in vague generalities."
	"I think there's a misunderstanding here."	"You never have understood that point."
2.	**Sharing ideas and information; exploring options**	**Giving advice; giving answers or solutions**
	Examples:	Examples:
	"I understand that new forms are available for scoring those tests without sex bias."	"You should get those new forms."
	"How would it work to try. . . "	"The way to handle that problem is . . ."
	"Or you could try giving a workshop on the law."	"Tell them it's against the law; they'll have to cooperate then."
3.	**Keeping the other person's needs in mind**	**Releasing your needs on others; swamping them with more information than they want or can use**
	Examples:	Examples:
	"Can you see yourself asking her to. . ."	"It's just hopeless trying to work with her. How can you stand it?"
	"I think their past experience shows. . ." (giving limited information; ready to stop at any time)	"Let me give you the history of that. It all began. . .etc." (giving large amounts of information without regard to its usefulness to the other person)

Source: Louise Vetter, Carolyn Burkhardt and Judith Sechler, **Vocational Education Sex Equity Strategies** (Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978), pp. 26-27, citing Feminists Northwest.

Listening is a very important skill for both teachers and students. Review these listening tips for yourself, then share them with the students. Remind them of the "Person rule" and suggest that effective listening helps carry out that rule.

Listening Tips*

1. Stop talking.
2. Empathize with the other person.
3. Ask questions.
4. Don't give up too soon.
5. Concentrate.
6. Look at the other person.
7. Smile, nod, and grunt appropriately.
8. Be aware of your emotions and prejudices.
9. Control your anger.
10. Get rid of distractions.
11. Get the main points.
12. Share the responsibility for communication.
13. React to ideas, not to the person.
14. Don't argue mentally.
15. Listen for what is not said.
16. Listen to how something is said.
17. Don't antagonize the speaker.
18. Listen for his/her personality.
19. Avoid classifying the speaker.
20. Avoid jumping to conclusions.

Effective listening is not a trick or a verbal gimmick. It is a skill that comes from practice and from a desire to know what the other person means.

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*Source: Kathy Cilz, **Curriculum for Independent Living** (RCU, North Dakota State Board for Vocational Education, 1979), p. 13.

Assertive Behavior

Assertive behavior is to be encouraged in all student activities. Give the following checklist to students for their self-evaluation, then share the "Tips on Being Assertive."*

> *Anytime individuals encounter a situation in which they need to defend their rights, they generally exhibit one of the three types of behavior summarized below. Which category do you usually fall into?*

Non-Assertive Behavior

--thinks of the right response—too late
--easily inhibited
--allows others to make decisions
--low self-esteem
--allows others to take advantage of him/her
--feels anxiety in almost all social situations

Aggressive Behavior

--person may respond too quickly
--may be sorry for what is said later
--often makes a negative impression
--behavior offends others
--often hurts others
--may find themselves with few friends and little esteem from acquaintances
--attempts to build themselves up by tearing others down

Assertive Behavior

--is able to express honest feelings comfortably
--does not infringe upon the rights of others
--allows person to consider own personal interests
--open and flexible
--concerned about rights of others
--is able to establish personal rights
--accepts responsibility for personal feelings

Tips on Being Assertive. . .

1. Say what you really want to say.
2. Be concise and to the point.
3. Be firm, be persistent.
4. Use "I" statements.
5. Describe your feelings.
6. Watch your voice--volume, tone, and inflection.
7. Maintain good eye contact.
8. Relax.
9. Avoid nervous laughter, jokes, and gestures.

*Source: Kathy Cilz, **Curriculum for Independent Living** Bismarck, ND: RCU, North Dakota State Board for Vocational Education, 1979), pp. 14-15.

LANGUAGE

"Sexism may be defined as words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles."

--National council of Teachers of English. **Guidelines for Nonsexist Use of Language in NCTE Publications**.

This quotation begins the section on language in **Guidelines for Sex-Fair Vocational Education Materials**. Since language often reflects how one feels or what one thinks, it is important for language to be fair. The State Department of Education, Vocational-Technical Division in Mississippi has adopted these guidelines and makes a copy of this publication available upon request to any vocational educator. (See address below.)

The following are general guidelines on language for sex fairness:*

--Use a neutral term when describing an occupation rather than a sex-specific term. Example: Salesperson vs. salesman.

--Use a neutral term that includes both sexes. The universal male term perpetuates sex bias. Example: "A big job" vs. "A man-sized job".

--Include women and men equally in leadership roles. Example: "The supervisor records his or her" vs. "The supervisor records his".

--Men and women should be referred to in a consistent way. Example: "Ladies and gentlemen" vs. "Men and ladies".

--Women should be referred to as having their own identity, in the same way men are. Example: John and Jane Doe vs. John Doe and his wife, Jane.

--Sex-fair language must be consistent. Example: If you begin using "he or she" continue to refer to both he and she instead of returning to the universal "he".

You may choose to share these guidelines with your students. Note also Lesson 9 on page 61 on use of language.

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*Source: **Guidelines for Sex-fair Vocational Education Materials**, Office of Education U.S. Department of Health, Education, and Welfare. (Can be obtained from Division of Vocational-Technical Education, Department of Education P.O. Box 771, Jackson, MS 39025.)

In creating learning experiences, be conscious of the language used.

PROJECT MOVE

Kathryn Fitzgerald

AUDIO-VISUALS

Audio-visuals provide teachers with a variety of teaching methods and with reinforcement of what has been taught previously.

The state office of sex equity and the Research and Curriculum Unit at Mississippi State University make audio-visual materials relating to sex equity available to vocational educators on request for free loan. Those materials are listed in Appendix B, page 217.

However, it is important for you to evaluate the audio-visuals that you use for class to be sure that there is no sex bias or stereotyping involved. The **Guidelines for Sex-Fair Vocational Education Materials** previously mentioned has guidelines for checking materials for bias and for effectively using materials that are biased.

Two things to be most concerned with in an evaluation are the language used and the representative artwork. Check to be sure that. . .

. . . Both males and females are used in illustrations.

. . . Males and females are shown in non-traditional roles as often as possible.

. . . All artwork follows sex-fair guidelines.

. . . Language used visually and audibly is sex-fair.

In addition to using the films, filmstrips, and other aids that can be used as learning experiences themselves, consider these activities:

-- Keep a bulletin board for articles and pictures of persons in non-traditional roles that you and the students find and bring to class.

-- Keep a bulletin board or special spot for posting examples of sexism, bias, and stereotyping.

-- Have students create a collage with one-half showing bias and stereotypes and the other half sex equity.

-- Have students develop posters illustrating what they have learned about sex equity.

Now that some tools for establishing a comfortable classroom climate have been provided, some specific activities and lessons are given on the following pages. A series of short attention getters is followed by some lessons to explore the issue of sex equity in depth. The activities and lessons are numbered for easy reference. However it is not necessary that all the activities be used or that they be used in the sequence provided. Choose those appropriate to your situation. Use them in the order most effective for your students.

The suggestions provided do not exhaust possiblities available. Similar, useful learning experiences appear in the student manual, **You Can Be More: A Module to Help Students Understand Sex Equity,** published by the Research and Curriculum Unit for Vocational-Technical Education at Mississippi State University. In some instances, activities found to be particularly successful have been provided in both this manual and the student manual. When such an activity appears in both, this has been indicated at the bottom of the page of the activity in this manual. A list of other resurces appears on page 217 of this manual.

Attention getters appear on the next several pages as activities, followed by learning experiences referred to as lessons.

ATTENTION GETTERS

(These activities are suggested to stimulate discussion and thinking about existing sex bias, stereotyping, and discrimination. The activities are short and can be used to fill those leftover minutes in class or to precede other activities)

The activities in this section are for the most part designed so that they can be used in several, time-conservative ways--student individual assignments for homework or extra credit activities, useful fillers for those 5- or 10-minute leftover times at the end of class, activities for days when lab plans have to be cancelled or substitute teacher plans. Many teachers in vocational education do not feel that they can devote time to developing another "unit." These activities can be effective even if only used as indicated above.

Activity 1: Quotations.

The following quotations can stimulate discussion very quickly with most classes. There are several options for presenting them to the students:

-- Divide the students into small groups. Give each group a copy of the quotation for discussion. Set a time limit of about 15 minutes.

-- Divide the students into small groups. Give each group one quotation and ask them to either defend the point of view or oppose it. Each group shares with the rest of the class. (This could also be done by individual students who would write their responses.)

-- Print the quotations on the board or on poster paper and have them up in the classroom before students enter the class. After the opening duties for class are taken care of, ask for student response to the quotations.

The average family's household chores take 67 hours a week--56 by the mother, 11 by the working father. Even when the woman takes an outside job, she still puts in 42 hours a week at home. The man doesn't contribute more than 11, even when his wife works.

-New York State College
of Human Ecology,
Cornell University

Well, we've never sent any women into space because we haven't hade a good reason to. We fully envision, however, that in the near future we will fly women into space and use them the same way we use them on earth--for the same purpose.

-Astronaut James Lovell

I am not one of those who believe--broadly speaking--that women are better than men. We have not wrecked railroads, nor corrupted Legislatures, nor done many unholy things that men have done; but then we must remember that we have not had the chance.

-Jane Addams, 1897

ASKED HOW HE FELT ABOUT WOMEN'S LIBERATION, JOHN WAYNE REPLIED, "I THINK THEY HAVE A RIGHT TO WORK ANYWHERE THEY WANNA--AS LONG AS THEY HAVE DINNER READY WHEN YA GET HOME."

A woman should not be president; it's not the way God intended it to be. Yes, a woman could become president, but she'd have to become more and more like a man to handle the job. One of our problems today is that women are becoming more like men and men are becoming more like women. That's against God's will.

-Anita Bryant

Saudi Arabian women cannout go outside uncovered and can be publicly stoned to death for adultery. Unmarried foreign women are not granted visas to the country if they are unaccompanied by a man.

Source of quotations: Claire B. Halverson, Judith J. Hunsaker, and Richard G. Larson, **Teaching Methods and Instructional Materials** (Washington, D.C.: Women's Educational Equity Act Program, U.S. Department of Health, Education and Welfare, 1978), pp. 21-23.

Activity 2: Sentence Completion.

The sentence completion exercises on this page could be done individually on paper or shared orally as a class.

Instructions: Complete the following sentences with your ideas.*

1. The term **sex equity** means ______________________________

2. The most important difference between men and women, other than physical differences, is ______________________________

3. One thing I would like to change about men is ______________________________

4. A profession I would be unhappy to see my daughter enter is ______________________________

5. I don't think males should ______________________________

6. Members of the women's liberation movement are ______________________________

7. One profession I would be unhappy to see my son enter is ______________________________

8. Children of working mothers are ______________________________

9. One thing I would like to change about women is ______________________________

10. The quality I want most in a spouse is ______________________________

11. I don't think females should ______________________________

12. The worst type of sexual discrimination is ______________________________

*Adapted from: **Ohio Sex Equity Materials**, Office of Sex Equity, Ohio Department of Education, Columbus, Ohio, 1979.

Activity 3: Values Voting

Values voting is a very effective means for student attitude evaluation. There are several methods of conducting the voting: (1) Mark off sections of the room for the students to stand, according to their opinion--Agree, Disagree, Undecided; (2) Have students "vote" by signaling a "thumbs up" for agreement, "thumbs down" for disagreement, and folded arms for undecided; (3) Reproduce the questions in a checklist form, have students answer individually, then compare answers.

Always give students an opportunity to discuss the results. It is also important for the teacher to "vote" and otherwise share opinions.

Sample statements follow. You and your students may add others.

1. Girls are superior to boys in every way.
2. Boys are less emotional than girls.
3. Boys are naturally more aggresive than girls.
4. Boys can be just as artistic as girls.
5. Girls are proud of their ability to give birth.
6. Women should be responsible for the household.
7. A woman's place is in the home.
8. Husband and wife should be equal to each other.
9. Men should not do housework.
10. Boys are smarter than girls.
11. If a woman works, she should still do all the housework.
12. Women are less responsible than men.
13. Money spent on athletics should be evenly divided between boys and girls.
14. Men should not cry.
15. Masculinity refers to how strong a man is.
16. Femininity refers to how weak and helpless a girl is.
17. It is fine for a woman to be the boss in a business.
18. Males are better at math and science than females.
19. I would vote for a woman presidential condidate is she were the best candidate.
20. Fathers should be the disciplinarian in the family.

This activity has been shown to be highly effective in stimulating discussions and uncovering attitudes.

Note: See also page 17 of the Student Manual for this activity. Additional statements for suggested voting are provided.

Activity 4: Careers*

Below is a list of occupations. Place an "M" before each occupation that you feel is a man's job and a "W" before each occupation that you feel is a woman's job. If you think both a man and a woman could perform the job, indicate by placing an "MW."

______ nurse
______ sales clerk
______ nursery school teacher
______ mechanic
______ surgeon
______ principal
______ lawyer
______ accountant
______ receptionist
______ machinist

______ dress designer
______ navigator
______ telephone operator
______ judge
______ housecleaner
______ member of the clergy
______ secretary
______ mathematician
______ babysitter
______ scientist

Now count how many answers you have for each category, and write your totals in the spaces provided. Then complete the three statements that follow your totals.

Of these occupations, I think that ______ are men's jobs. I feel this way because __
____

Of these occupations, I think that ______ are women's jobs. I feel this way because __
____

Of these occupations, I think that ______ can be done by both men and women. I believe that these jobs can be done by both men and women because ________________________
____
____
____

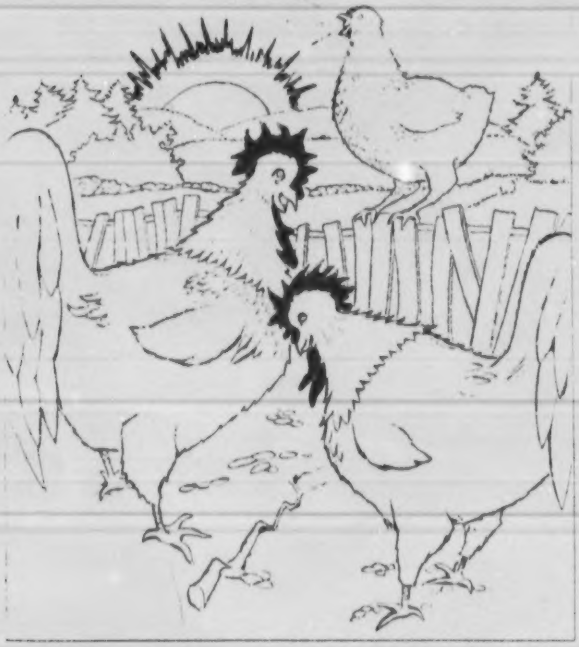
---

*Source: Louise Vetter, Carolyn Burkhardt and Judith Sechler, **Vocational Education Sex Equity Strategies**.

Activity 5: Humor

Humor often provides a good teaching tool. Throughout the manual, collected cartoons have been used. You may use these as stimulators of class discussions or to relieve tensions in stress situations. Enjoy them!

"SHE'S GOT IT! BY GEORGE, I THINK SHE'S GOT IT!"



PROJECT MOVE *John F. McGinley*

"It's from Mommy — a dish towel."

The Family Circus by Bil Kean, Reprinted Courtesy the Register and Tribune Syndicate, Inc.

THE RYATTS by Elrod and Alley

THINGS ARE SURE DIFFERENT THAN IT WAS IN MY DAY DUE TO WOMEN'S LIB!
IT'S GOING TO BE HARD TO FIND ANYONE WHO'LL COOK AND DO HOUSEWORK!
I KNOW!
AND IF I DO I'LL MARRY HIM!

THE RYATTS By Elrod and Alley
Copyright Field Enterprises, Inc.
Courtesy of Field Enterprises, Inc. Newspaper Syndicate

LEARNING EXPERIENCES

The lessons suggested in the next several pages use a variety of teaching methods to involve students in examining sex equity or the lack of it in the everyday world about them.

Lesson 1: The Media*

Objective: Students will be able to identify ways that bias and stereotyping or sex equity can be reinforced by various forms of the media.

Activities:

1. Study the lyrics from current or older popular songs.
   a. Ask students to bring records to class.
   b. Play portions of records and ask students what images of males and females they perceive.
2. Show a film a second time without sound. Discuss how people are portrayed by their their actions.
3. Analyze cartoon strips from the newspaper or comic books. Discuss the stereotypes found in the characters.
4. Have students identify sex stereotyping or bias or examples of the opposites in newspapers brought to class. You may wish to keep a bulletin board or a section of it for articles students bring throughout the course.

These activities may be used as individual assignments or for classroom activities.

---

*Adapted from: Ronnie Tallen and Claire Allen, **Women and the World of Work** (Minnesota, 1977).

Lesson 2: Television*

Objective: Students will be able to evaluate a TV program for sex fair or sex bias practices.

Select a television program. As you watch it, ask these questions:

1. Who are the women in the program?
2. What jobs do the women have:
3. What jobs do the men on the program have?
4. Is there a difference between the jobs held by men and women?
5. How is the main female character portrayed? Is she the usual stereotype of a woman or is she an individual? What are some of her personality traits? How does she react in situations? Is she able to make decisions? Is she self-reliant, responsible, assertive?
6. Think of other situation comedy programs on TV. How are the women on these programs portrayed? What image do they project?
7. If you were a foreigner visiting this country and saw only this program, what would you think American women are like? Would you want the person from a foreign country to view the American woman in this way?
8. Pretend that you are the producer of this program and have the power to change the show any way that you want. Would you make any changes? If yes, what changes would you make? If no, why do you like the program as it is?

---

*Adapted from: Ronnie Tallen and Claire Allen, **Women and the World of Work** (Minnesota, 1977).

Lesson 3: Television Advertising*

Objective: The students will be able to evaluate television advertising for sex fair or sex bias behaviors.

Today we are taking a look at advertising and the possible things it is teaching us. This doesn't mean that the image presented of women is bad or wrong - but when these are the only ideas presented and they influence us so much, they are shaping us and telling us what women and men should be. The point is that men and women should be presented in a variety of situations with different skills. This is **not** to suggest, however, that women doing traditional things are inferior or wrong; but that women should be shown (and men, too) doing and wanting lives that are untraditional as well.

Based on these commercials:

1. What are the general images that women are being told to want?
2. What skills are women supposed to have in the situations presented?
3. What are women doing or worried about?
4. What are men shown doing?
5. What difference might you expect between daytime and nighttime advertising?

*Adapted from: Ronnie Tallen and Claire Allen, **Women and the World of Work** (Minnesota, 1977).

Lesson 4: Magazines and the Real World*

Objective: Students will be able to identify ways that bias and stereotyping or sex equity can be reinforced by various magazines.

You will need to check as many different kinds of magazines as possible, such as sports, romance, news, women's, and teen's. Name each magazine and try to fill in as much of the following chart as possible.

(The results of this chart should tell you the audience that this magazine publisher has in mind).

Advertisements

Number	Men	Women	Girls	Boys
In action				
Aim of product sale				

(The results of this first chart should tell you the audience that this magazine publisher has in mind).

Pictures	Men	Women	Girls	Boys
Number in Action				

Articles or Stories

Number	Men	Women	Girls	Boys
Leading role or important information				

Cut out and paste (on two posters or the outside of two boxes) some magazine pictures which show examples of male and female behavior.

Now—how real are these magazine portrayals? Are people you know in real life like those you find in the magazines? Explain you answers.

____

____

____

---

*Adapted from: Barbara G. Ragland, **Sex Bias Activities for Teachers** (Greenville, NC: General Assistance Center, School of Education, East Carolina University, 1978), p. 24.

Lesson 5: Student Textbook Evaluation—Sexism

Objective: The students will be able to identify ways that bias and stereotyping may be reinforced by their own textbooks.

Look through a text-book. For this first part, don't read the words, just look at the pictures. do each chapter separately. Fill in the following blanks.

Name of the Book ____________________.

Chapter ____________________.

Number of women in pictures ____________________.
Number of men in pictures ____________________.
Number of boys in pictures ____________________.
Number of girls in pictures ____________________.

The girls are doing these things:

__________, __________, __________, __________
__________, __________, __________, __________

The boys are doing these things:

__________, __________, __________, __________
__________, __________, __________, __________

The adult women are shown as:

__________, __________, __________, __________
__________, __________, __________, __________

The adult men are shown as:

__________, __________, __________, __________
__________, __________, __________, __________

You may wish to do several chapters so you can get a good look at your book.

Now, look at what you have observed:

1. Were there more boys or more girls? ____________________
2. Are there more girls or boys in your classroom? ____________________
3. Were boys doing different kinds of things than girls? ____________________
   Can you explain? ____________________
   ____
4. Did any of the mothers in the textbook work away from home? ____________________
5. Does you mother work away from home? ____________________
6. Do any of your friends' mothers work away from home? ____________________
7. Could any of the pictures of adult men in you book have pictured the same job, but with a women in the picture rather than a man? __________ Which ones? __________,

__________, __________, __________, __________ Note to the teachers:

This activity may prove helpful in your own evaluation and selection of texts.

Adapted from: Scherry F. Johnson, **Teachers and Curriculum** (San Antonio, TX: Educational Equity Training Institute, Trinity University, 1979), p. 49.

Lesson 6: Attitudes

Objective: The students will be able to identify and evaluate society's past, present, and future attitudes about male and female roles.

Suggested Exercise on Attitudes*

"Which Way Is It?"

Discussions should be based on actual interviews, but may be simply students' opinions.

I. **Attitudes**

	How Did People In Society Feel About This 30 Years Ago?	How Do People In Society Feel Now?	How Does This Change Affect Teen Behavior Now?
Working Mothers			
Education			
Dating			
Being Married			
Men Doing Housework			
Freedom for teens			
Divorce			

II. **Social Behavior**

	How Did People In Society Feel About This 30 Years Ago?	How Do People In Society Feel Now?	How Does This Change Affect Teen Behavior Now?
Dress			
Entertainment			
Dating			
Unescorted Women			

III. Technological Changes

III. Technological Changes	How Do These Changes Affect Teen Behavior Today?
Cars	
Commercial Entertainment	
Pressure in School	
Space Travel	
Atomic War	

*Adapted from: Indiana Division of Vocational Education, **Interpersonal Relations** (Terre Haute, IN: Indiana State University, 1977), p. II-24.

Lesson 7: Career Choice

Objective: The students will interview persons to find out about various careers.

Create your own form for interviewing persons in different occupations. The following is a good example.

Evaluating Occupations: Person to Person

Name of person being interviewed **Kim Gregory**

Occupation **TV cameraperson for a national network**

Job activities:

What type of activities do you do during a typical day?

Mostly I'm behind the camera. I'm one of the people who brings you the TV pictures you see. This is my first job with a national network, so most of my time is spent shooting shows which are videotaped and edited. I'm beginning to spend more time shooting "live" events such as talk shows, football games, and news coverage. I really enjoy working with the mobile unit outside the station offices but it's hard work. Using the studio equipment or the mobile equipment requires strength and energy.

What activities require most of your time?

A lot of my time is spent making sure that the camera is in the right position. I've tried to watch some of the more experienced camerapersons to see how they frame their TV shots. The best camerapersons don't have to rely on the director to tell them where to shoot, but can anticipate good shots and handle the camera work independently. I've been working very hard to improve my skills in shooting TV shows.

What projects or activities are you working on currently?

I have a regular assignment on a daily news show. In addition I've been filming a special project which features interviews with community leaders. This one takes a lot of my time.

Are most of your co-workers male? female? about equally male and female?

Mostly male but now we have three women who are camerapersons. Other women work in the sound engineering and production departments.

What are the average earnings of persons holding jobs like yours?

I earn about $265 a week plus a good amount of overtime. The union contract guarantees that in three years I'll be making $400 per week. This is more money than people in smaller stations earn.

What do you enjoy most about your occupation?

I really love it all. Being at the studio makes me feel part of something important. I love the technical work and I really feel that I'm where national news and events are happening. Also it gives me a chance to be creative — being able to pick my own shots makes it more than just a technical job.

What do you enjoy least about your occupation?

Sometimes I have to work overtime when it's not convenient, but I make overtime pay. It's also tiring work when I'm outside for long hours shooting a sports event.

Occupational Decisions:

How did you make your decision to become a TV cameraperson?

I was just fascinated by TV when I was growing up so I took electronics courses in school. One of my electronics teachers in school knew about a part-time job opening at a local TV station, so I took it one summer vacation to learn more about broadcasting. I got to know what people do in TV studios and things just went on from there. I watched different people and what they did and got to know what I liked.

What other occupations did you consider before deciding on this occupation? Why?

A secretary because it was what my mother did, but I really wasn't too interested in it. It was just the only thing I knew about.

What job-related things do you expect to be doing in the future?

I want to get out of the studio for more mini-cam work. I may also go back to school for more work in engineering so that I will know more about equipment maintenance, visual control, and audio control. The more skills you have, the more valuable you are to an employer. It gives you more flexibility.

If you were starting over, would you make the same occupational decision?

Absolutely. I love it. It's really exciting and I'm getting to be better at it all the time.

Occupational Problems:

What are the primary problems that you face in your job?

When I first started, a couple of the men said they'd never worked with women behind a camera. But I showed them I could do a good job and we're friends now. The only other problem is the amount of overtime work and work on weekends. You have to be able to adapt your life and to be available when you're needed.

What things have you found most helpful in meeting these problems?

Showing others that I'm interested and able to do a first-rate job. Having a husband who's flexible and who is good at cooking and taking care of the children makes life easier. It was hard for both of us at first, but with give and take we've been working things out.

Occupational Future:

What future developments do you see for persons who are in your occupation? Will jobs be available?

I think so. There are some new educational stations opening up now, and there are more opportunities in independent work — firms that make commercials, documentaries, and special shows. But the competition is pretty tight. It's especially hard to get beginning jobs in big cities. I started in my home town which was quite small and worked there for nearly five years before I got this job with the national network. The more different things you can do, the better your job opportunities will be.

What advice would you give someone like me who may be interested in the occupation?

Try to get part-time work in a radio or TV station. Take courses in electronics and engineering. Get to know people who work in studios.

Would you give me the same advice if I were a member of the opposite sex?

Sure; it's a great field for both women and men. As a woman you may have to work harder to get in but it's certainly worth it.

*Reprinted from: Martha Matthews and Shirley McCune, **Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education** (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978), pp. 29-30

Lesson 8: Self-Concept

Objective: The student will be able to identify a realistic concept of herself/himself and his/her own capabilities and attitudes.

How a person perceives himself or herself certainly plays a major role in deciding that person's goals. Students may have stereotyped **themselves** into certain ways of thinking, eliminating for themselves opportunities and aspirations because of their sex.

The next three activities deal with individual self-concepts, and may help broaden students' thinking on possiblities for themselves.

A: "What Am I Like?"*

Directions: Circle the words which describe yourself. Then write a short paragraph in answer to the questions below.

Capable
Accepting
Aggressive
Dominat
Sensitive
Angry
Likeable
Intelligent
Carefree
Efficient
Critical
Friendly

Dependable
Helpless
Independent
Extroverted
Introverted
Traditional
Happy
Unhappy
Helpful
Liberal
Loving
Lazy

Idealistic
Realistic
Immature
Mature
Creative
Responsible
Irresponsible
Organized
Disorganized
Perceptive
Relaxed
Nervous

Answer the following questions:

1. Which of the qualities you have circled would you prefer not to have and why?
2. What qualities would you like to add to your list and why?
3. In general, are you satisfied with yourself, dissatisfied with yourself, or in between?
4. Are any of the qualities on the list particularly "masculine" or "feminine"?
5. Is there any reason that any characteristic could not belong to both males **and** females?

---

*Adapted from: Indiana Division of Vocational Education, **Interpersonal Relations** (Terre Haute, IN: Indiana State University, 1977), p. II-1. 7.

B: Suggested Abilities Checklist*

The following brief exercise should help you to better understand your strengths and weaknesses in school type activities.

Directions: Place an **X** in the appropriate box.

Part I: Abilities

ABILITIES	RATING		
	Above Average	Average	Below Average
1. Ability to work with your hands on mechanical things			
2. Music aptitude			
3. Gymnastics or sports			
4. Ease of working with others			
5. Working with numbers			
6. Working with machines			
7. Belonging to groups, like clubs, student council, etc.			
8. Being a leader in small or large groups			
9. Getting along with close friends			
10. Getting along with most others in student body			

Part II: Subject Matter

SUBJECT MATTER	RATING		
	Above Average	Average	Below Average
1. Language Arts			
2. Math			
3. Science			
4. Social Studies			
5. Reading			
6. Other:			

C: Suggested Survey Sheet*

"What Kind of a Job Is Best For You?"

Each job has its own special surroundings, rules, and regulations. These things, along with the duties of the job, give the job its unique character. Now is the time to begin to seriously ask yourself under what working conditions you would be most happy. The following list should help you to narrow down the kind of job that is best for you.

Directions: Place a check by those items that are most appealing.

I WOULD LIKE A JOB WHERE I'D WORK:

______ for a small company
______ for a large company
______ for a school or university
______ for a department store or in retail
______ in a business office
______ in a factory
______ in a manufacturing operation
______ in a hospital, doctor's office or clinic
______ in the outdoors

I WOULD LIKE A JOB WHERE I'D:

______ spend most of my time at a desk
______ be on my feet a lot
______ drive a lot
______ have heavy, hard duties
______ have mostly paper and office duties
______ do creative planning and action
______ have responsibility in planning and action
______ have to take orders and work for someone else (i.e., labor vs. management)
______ be working with the public
______ be working with children
______ be working with ______________

I WOULD LIKE A JOB WHERE I'D WORK:

______ at night
______ on weekends
______ more that a 5-day week
______ 5 days a week; 8 hours a day
______ where I'd get national holidays off
______ where I'd get at least two weeks vacation

I WOULD LIKE A JOB WHERE I'D:

______ wear dress clothes
______ wear special work clothes
______ wear everyday clothes
______ have good fringe benefits (insurance, etc.)
______ have a good opportunity for advancement

Directions: You have just checked what **CONDITIONS** you want for your job. Now check the **AREA** that is closest to what you want to do. DO NOT CHECK SOMETHING LESS APPEALING JUST BECAUSE YOU THINK YOU CANNOT GET THE MONEY FOR THE TRAINING IN ORDER TO DO THE WORK. Check what you **really** want.

_____ factory (labor)
_____ mechanical
_____ retail
_____ business (general)
_____ civil service

_____ law
_____ education
_____ medicine
_____ business administration
_____ other __________

Now check to see: Are the conditions you want possible in the area you want? Are any of the conditions undesirable for males? For females? Why? Should it matter whether one is male or female?

Adapted from: Indiana Division of Vocational Education, **Interpersonal Relations** (Terre Haute, IN: Indiana State University, 1977), p. IV-13.

Lesson 9: Language

Objective: The students will be able to identify sex-fair and sex-bias language.

Directions: Have students consider each word, phrase, or sentence and find the sexist error and decide how the error could be corrected. Some suggested improvements are listed on the right.

1. mailman	1. postal worker, lettercarrier
2. cameraman	2. camera technician
3. Dear Sir--	3. Dear Sir or Madam--
4. A man who wants to be successful	4. A person who wants to be successful
5. Each one must do his own work.	5. Each one must do his or her own work.
6. right-hand man	6. person who is a great help
7. middleman	7. person in the middle
8. men and women	8. people
9. man and wife	9. husband and wife (or vice versa)
10. sissy or tomboy	10. (both are unnecessary)
11. when man discovered fire	11. when fire was discovered
12. a teacher tells her students	12. a teacher tells students
13. chairwoman	13. chairperson
14. When a carpenter reports to his job . . .	14. When a carpenter reports to a job . . .
15. the little woman	15. wife

Have students think of other examples and have the class work out acceptable revisions.

Be sure to set an example for your students in using sex-fair language yourself. The class may enjoy trying to catch each other and the teacher in slip-ups.

CONSCIOUSNESS-RAISING WITH WHATEVER MATERIALS YOU HAVE ON HAND*

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.
2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness."
3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.
4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?
5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.
6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or a woman.
7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.
8. Have students observe and analyze how students in their classes stereotype one another.
9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?
10. Hold a contest for the "most sexist ad of the year." Have every student bring in a prizewinning entry to class.
11. Have students make charts to record who does what housework (inculding childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.
12. Have students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed. Students can also analyze how people of different racial and ethnic groups are portrayed.
13. Have students search out characters in books, plays and T.V. shows who depart from traditional sex roles.
14. Encourage students to rewrite stories containing sex stereotyping. Have them draw new illustrations and display them in the classroom.

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*Source: **Project Awareness,** Feminists Northwest, Seattle, Washington, Revised 1977, pp. H5-1, 2, 3, 4.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the material published.

16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male (or female). Or if the family structure had been different (no father or no mother)?

17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials and their suggestions for improvements.

19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.).

20. Work with students to develop a collection of nonsexist nonracist books, magazines, etc. for your school and neighborhood libraries.

21. Start a collection of myths and sayings about women or men. Discuss their evolution and their validity.

22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.

23. Have students analyze television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions in activity 22.

24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?

26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

27. Discuss with students why children's books are so often about men/boys/male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

28. Arrange for students to discuss with your school counselor job opportunities for women and men.

29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships are there other scholarships available to girls?

30. Work with adult groups (P.T.A.,N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents, e.g. a panel on men and women in non-traditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).

31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor, or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a nonstereotyped response. Another student can be a "parent," also wearing a pink or blue neck-card, who accompanies her/his child at the conference. (Situations can be developed by teacher and students.)

32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable **human** traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jane smith; a woman officiates the ceremony. What are student's reactions to this experience?

34. Take students on a "sex stereotyping trip." Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.

36. Have female students pretend that marriage is **not** an alternative for them. What future plans will they develop?

37. Have students line up in a straight line, picking their position on the basis of their importance. (do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)

38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.

39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

-have taken jobs they don't like because they have to earn money for their families?

-feel they must work overtime and therefore are not able to spend much time with their children?

-would be happier if their wives earned some of the family income so the fathers could spend more time with the children?

-are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?

-would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?

-want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

40. If you and your students are using sex and race biased textbooks (particularly history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

Note: This list of consciousness raising exercises is also found in the sudent manual, pages 140-143.

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.

"Men's Liberation," **Scholastic Teacher,** November 1973, written by Warren Farrell.

"Consciousness Razors," available from the National Education Association, #USOE-O-72-2507, 10¢ each.

"Consciousness Raising in the Classroom" **Sexism in Education,** Emma Willard, Task Force, University Station, Box No. 14229, Minneapolis, Minn. 55414, $4.

"Consciousness Raising in the Classroom or Activities for/to Free Children," by Sandra Shapiro Friedland, N.O.W., 809 South Fifth, Champaign, Ill. 61820.

FOOTNOTES

[1] Mary Green and Bonnie Rubenstein, **Will the Real Teacher Please Stand Up?** (Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1972), p. 204.

[2] James D. Good **Untapped Resources in Vocational Education** (Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1979), p. H-3.

[3] Green and Rubenstein, p. 107.

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Before proceeding to the "Pathway for You" section of the manual, look over the following form for an action plan and begin thinking about how to determine an action plan of your own. Use the activities and lessons provided in the general suggestions unit. Then review and use activities for your specific service area. Refer, also, to the resource and bibliography lists at the end of the manual.

AN ACTION PLAN*

After using this manual, you should have a wide range of ideas of how you can assist in increasing sex fairness in vocational education in your school or agency. Determine your own action plan, using the following outline.

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ____

   Objective 2: ____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ____________________________________

   Person responsible: ________________ Completed by: ____________

   Work activity 2: ____________________________________

   Person responsible: ________________ Completed by: ____________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

*Source: Louise Vetter, Carolyn Burkhardt, and Judith Sechler, **Vocational Education Sex Equity Strategies** (Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978), p. 191.

A pathway for you . . .

"We are marching along the endless pathway of unrealized possibilities of human growth."

Francis W. Parker[1]

As a vocational educator, you are constantly aware of the potentialities suggested in the above statement. As you work with students, remember that one of your roles is simply to serve as a facilitator in promoting "human growth." The preceeding activities and lessons provide guides for promoting such growth in any vocational classroom.

The activities and lessons on the pages that follow are designed to provide specific learning experiences for students in the various specific service areas of vocational education. Language and audio visual aides are suggested for establishment of classroom climate. These are followed by attention-getters and learning experiences. Some bulletin board ideas have been included. For each subject, a sample plan of action is provided for the teacher. Refer to your specific service area for suggestions:

Agriculture
Distributive Education
Health Occupations
Home Economics
Handicapped
Industiral Arts
Trade and Industrial
Office Occupations

Note: Activities for each section are not alike; however, you may find activities in other sections adaptable for use in your subject. Look through all the sections.

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[1] Lillian E. Watson, ed., **Light from Many Lamps** (New York: Pocket Books, Inc., 1976, p. 312.

To make effective use of this manual, please review the suggested activities which appear in both the general suggestions (beginning on page 31) and in the section which follows on your specific service area. Then refer to the "Action Plan" at the end of the section. Complete your own action plan. A sample one has been provided. After completing your own action plan, you are ready to successfully implement the concept of sex equity into your program.

"Who knows - maybe they're baseball fans too!"
"Naw! It's a soap promotion."
"On the other hand. . .I think it's some kind of Marshall Plan."

PROJECT MOVE
Robert Harnett

01.0000

AGRICULTURE

Vocational agriculture has advanced greatly in the last two decades and now covers a multitude of training areas and career possibilities. Both men and women are now involved in these training areas and careers in agriculture.

Don Leibelt, an agriculture teacher in Wisconsin, says that the females in his courses generally are above average scholastically, provide excellent competition for the males in the classroom and in the FFA, and have held their own in leadership capacities in the FFA.[1]

Whether you have found the above to be true or have instead experienced difficulties in teaching both males and females, evaluate your program by completing the following questionnaire:[2]

-- Does your agriculture building have a lavatory for girls? (This may seem insignificant, but it might be important enough to alter a course choice.)

-- Are there women on your advisory council? (This is particularly important if there is a substantial enrollment of females.)

-- Do you consciously or unconsciously refer to women in terminology they do not appreciate?

-- Do you have women attending adult classes?

-- Do you accept women in agriculture as human beings having an interest in agriculture and not as something to be wooed and pursued?

-- Are you refraining from giving advice to girls concerning which occupations are appropriate for them?

-- Is all work shared equally and well done instead of the women doing all the "soft" jobs and the men all the heavy work?

If any of your answers to the above were "no," perhaps you'll want to reconsider that area and make some changes. The following pages provide some suggestions for creating a sex-fair agriculture classroom.

In the area of agriculture, Don Knotts and Rose Knotts, in their article "Why So Few?", generated this list of recommendations for strategies for use in retaining nontraditional students in the vocational classroom:

Recommendations*

Secondary Level

1. Encourage females to participate on judging teams, in leadership contest, and FFA.
2. Establish the same rapport with parents of females as with parents of males.
3. Do not assume that female students are not as interested as males in agricultural careers. Give them as much occupational information and career guidance as male students.
4. Counsel with parents of females concerning the problems daughters may have in agriculture, and encourage parents to support their daughters.
5. Recognize leadership potential in females as well as males.
6. Give school counselors literature and information concerning the various careers and career requirements available to students interested in agriculture with suggestions that females are also to be given counseling in the area.
7. Give employers seeking full-time or part-time agricultural assistance names of qualified females as well as males.
8. If a female student "fails" academically or in an assigned task, do not blame it on her being female; respect her an an individual student.

Postsecondary Level

1. If promotional literature does not depict females in brochures, redesign it so that it does. In referring to persons majoring in agriculture, avoid the use of "he"—substitute "he or she" so that females will not get the impression that only males are considered.
2. Alter your mailing list if it includes only males who receive promotional literature or announcements.
3. Place announcements of fellowships, financial assistance, educational programs, etc., where females are likely to learn about them.
4. Make employers of agricultural majors aware of the availability of qualified female agriculturists.
5. Use females in recruiting programs.

---

*Source: Don Knotts and Rose Knotts, "Why So Few?", **The Agricultural Education Magazine** (June 1975), p. 276.

LANGUAGE
in the Agriculture Classroom

Suggested Teacher Activities:

-- Be sure to use sex-fair language, including gender-free titles, in all the written materials you produce and in your oral classroom presentations.

-- Check textbooks and manuals for sex-stereotyping and bias in the language. Have students suggest, agree upon, and make changes in the texts.

-- Keep an on-going list of "slip-ups" by students and teachers on a poster in the room as reminders for everyone.

-- Give the students an agriculture occupational title such as "farmer" and have them write a description of a person in that role. Compare the descriptions and share them with the class. Have students note stereotyping and bias.

AUDIO-VISUALS
in the Agriculture Classroom

Suggested activities:

-- Provide handouts or display posters or pictures with females doing jobs that require mechanical skill and males doing "soft" jobs.[4]
examples: female repairing tractor
male arranging flowers

-- Have students develop new safety posters that depict males and females in working situations. This could take place in the form of a contest.

-- Have students check for sex biased illustrations in textbooks and manuals. Have them suggest changes.

-- Make sure all bulletin boards depict males and females or use non-gender figures. Use bulletin boards expressly for emphasizing sex equity.

Bulletin board suggestion:

NOTHING NEW

by Wayne Eicher
The Farmland Poet

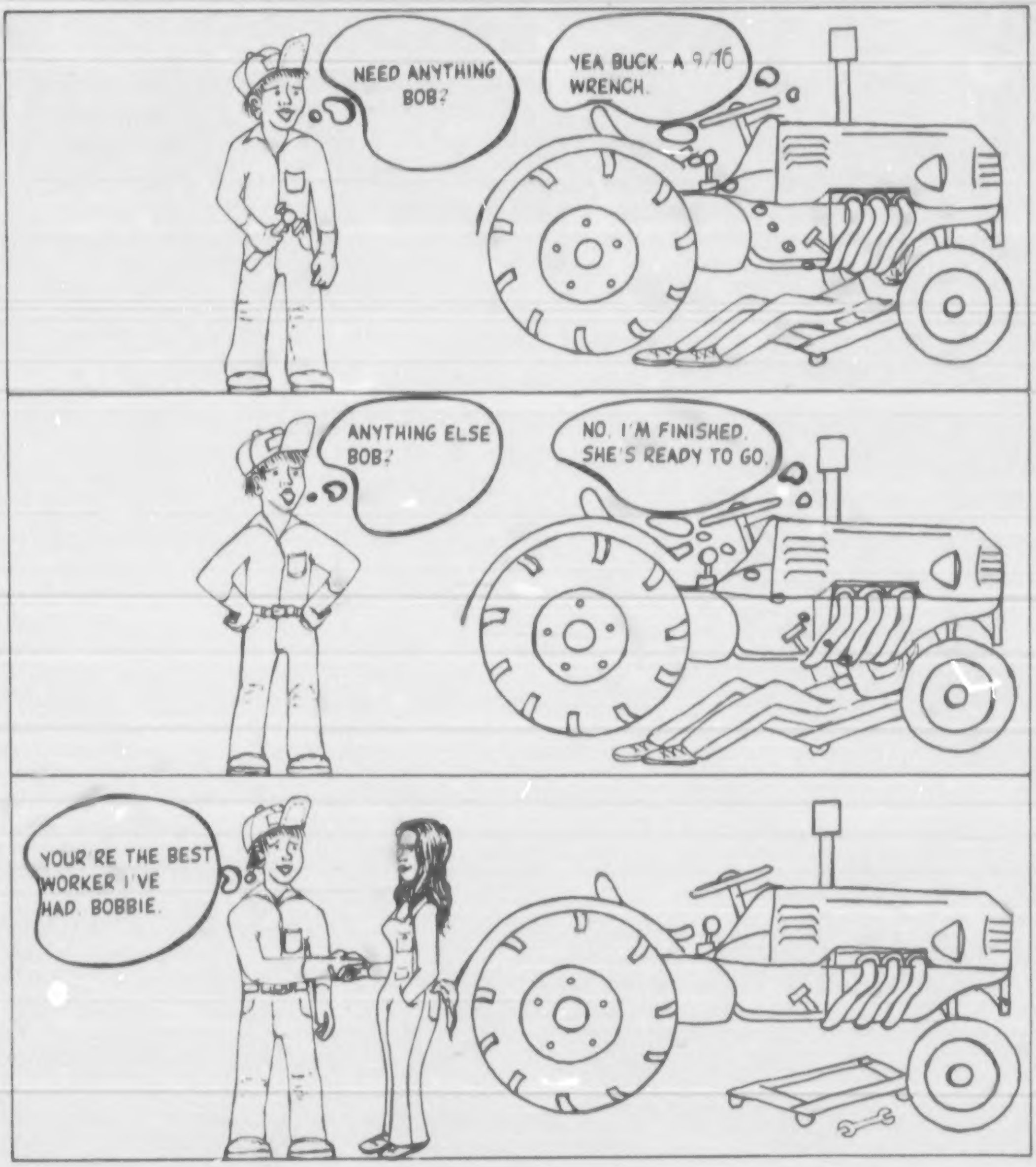
They have become quite daring,
The exponents of women's lib.
They'd welcome more challenge,
They are loquacious and glib.

They'd outlaw discrimination,
They are asking more and more
To be given men's job to do -
Work they've not done before.

They don't seem to understand
What they seek's nothing new.
There's many women of that kind,
Who are admired, respected too.

Who can handle man-type jobs?
Who had done it all her life?
Who is still sweet and gentle?
She's known as the farmer's wife.

Bulletin board suggestion:


NEED ANYTHING BOB?
YEA BUCK. A 9/16 WRENCH.
ANYTHING ELSE BOB?
NO. I'M FINISHED. SHE'S READY TO GO.
YOUR'RE THE BEST WORKER I'VE HAD, BOBBIE.

Sample Bulletin Board*

*Adapted from: Office of Sex Equity, **Ohio Sex Equity Material** (Columbus, Ohio: Vocational and Technical Educational Opportunities, Ohio Department of Education, 1979).

ATTENTION GETTERS

In the Agriculture Classroom

Activity 1: "John Deere's Doe"

Read the following profile to the class. Ask for reactions and opinions.

John Deere's Doe*

They call her the best in the West. No, this is not a beer commercial, it is the story of a remarkable woman who found success in Agriculture. Jean Brewer is a thirty-three year old parts manager at Rockwell Equipment Company in Hamilton, Ohio. She is hailed by most as one of the best in southwest Ohio.

How Jean broke into the male dominated field of Agricultural Industrial Equipment and Service was quite simple. She merely answered a want ad for parts personnel in the newspaper. Previously, Jean had worked as a bookkeeper, clerk, and waitress. She lived in the city all her life and had never even seen a combine or bailer, but was willing to learn.

Six years later, Jean is the parts manager of a successful agricultural business. Her responsibilities vary from purchasing parts, inventorying, stocking and setting up display areas to supervising the four other women who now work in the parts department. Rockwell Equipment Company is sold on the idea of women working in this predominantly male field. The women of Rockwell, led by Jean, have efficiently kept quality records, organized themselves, and have maintained a pleasant, but professional relationship with customers.

Jean admits that it takes a very determined woman to work in a parts department. It is not a clean, tidy desk job.

How can vocational education prepare people for jobs in Agricultural Industrial Equipment and Services? Jean feels it's important for parts workers to know how the components of an engine operate. She also feels they should know how the major farm equipment operates. Basic skills in math, spelling, as well as the use of adding machines and cash registers, are important traits for a parts person.

Women such as Jean Brewer are making breakthroughs by working in fields previously dominated by male workers. As opportunities for training women for these types of jobs open up, more and more job stations will exist, giving women the chance to function in a wider segment of our economy. So on the next visit to the parts store don't be surprised to find a Jean Brewer peeking out from under her Rockwell hat with a "May I help you, please?"

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*Source: **Ohio Sex Equity Materials**, Office of Sex Equity, Ohio Department of Education, Columbus, Ohio, 1979.

LEARNING EXPERIENCES

In the Agriculture Classroom

Lesson 1: Career Choice

In a pamphlet called "Careers for a Changing World--Agribusiness" (free on request from New York Live Insurance--see resources list), the following questionnaire is given for those students considering a future in agriculture:

1. Do you enjoy working directly with people and helping them?
   (You might investigate careers such as: agricultural educator, farm credit manager, feed salesperson, florist, rural sociologist, county extension agent.)
2. Are you good at solving math problems? Is science interesting?
   (Consider careers as: agricultural chemist or economist, fishery biologist, nematologist, plant breeder, poultry scientist.)
3. Do you like working with words?
   (Look into: agricultural journalist, radio or television farm director, wildlife editor.)
4. Interested in affairs of state?
   (Consider: agricultural attache, foreign agricultural affairs officer, international agricultural specialist.)
5. Do you enjoy organizing and directing:
   (The opportunity is in: agricultural business administrator, dairy plant manager, cooperative manager, irrigation manager.)
6. Are you interested in animals?
   (Maybe--Animal breeder, dairyfarmer, livestock buyer, poultry scientist, wildlife biologist.)
7. Does finance interest you?
   (How about: bank agricultural representative, farm appraiser, farm credit manager.)
8. Does growing things turn you on?
   (You could be: agronomist, weed specialist, crop physiologist, fruit grower, horticulturist.)
9. Do you enjoy designing?
   (How about a career as agriculture engineer, crop researcher, farm building designer, farm machinery expert.)
10. Perhaps you want to help create a better enviornment.
    (Possible careers: entomologist, earth scientist, ground water geologist, soil conservationist, environmental scientist, water resources development expert.)

*Source: New York Life Insurance Company, "Careers for a Changing World-Agribusiness," (New York: New York Life Insurance Company. 1978), p. 12

Additional Lessons:

Lesson 2:

Acknowledge emotions such as fear of electric welders, blood, knives, etc., and encourage students to face the problem and overcome the fears. Sharing personal feelings in discussions and experiences of a positive nature with the feared thing will help.[3]

Lesson 3:

At every opportunity possible, expose the students to non-traditional role models.

Lesson 4:

Assign students the task of finding a person in a nontraditional job role, interviewing that person, and writing a personal profile such as the "John Deere's doe" used in the attention-getters section of this unit.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: To begin changing the "male" image of the agriculture class before pre-registration next year

Objective 2:

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: Use some activities from the manual to change attitudes within the ag classes that now exist

Person responsible: teacher Completed by: 1st semester

Work activity 2: Encourage female participation in FFA activities; highlight female students who make outstanding contributions

Person responsible: teacher/student leaders Completed by: year's end

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
handouts for class	

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

1) Add activities to teaching plans
2) Make plans with FFA officer to encourage females
3) Follow through with plans

5. How can you evaluate your action plan, at what point will you do so?

At pre-registration for next year, an evidence of female interest should be apparent

6. How will you let others know about your action plan and its outcomes?

Talk with administrators, other teachers, students. Publicize female accomplishments in FFA.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: ____

____

Objective 2: ____

____

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: ____

____

Person responsible: ____________________ Completed by: ____________

Work activity 2: ____

____

Person responsible: ____________________ Completed by: ____________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] Don C. Leibelt, "Women in Urban Agribusiness," **The Agricultural Education Magazine**, 47, No. 12 (June, 1975), p. 12.

[2] Leibelt, p. 5.

[3] The University of Iowa, **Promoting Sex Equity in the Classroom** (Des Moines: Department of Public Instruction, Iowa, 1979), p. 6-3.

[4] The University of Iowa, p. 6-3.

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DISTRIBUTIVE EDUCATION

Distributive Education as well as other programs involved in placing students in the job market, have had to face the problems connected with providing sex fairness perhaps a little sooner and a little more realistically than some other areas. This is because of (1) the rise in demand for and interest in student employment and (2) legislation against sex discrimination in employment practices.

This section provided information and activities for teachers and students faced with providing or seeking sex fairness in employment opportunities.

B. C.

SEE DICK CAMPAIGN WITH JANE FOR EQUAL RIGHTS
LOOK LOOK SEE DICK AND JANE GET A JOB AT THE MINES
SEE DICK GET AN OFFICE JOB
SEE JANE GET THE SHAFT

By permission of Johnny Hart and Field Enterprises, Inc.

Part of your responsibilities as the instructor of the program is to be sure that the employers and their companies have sex-fair policies and procedures. Title IX is the law that requires the school to be assured that the outside organizations and businesses it cooperates with do not discriminate against its students on the basis of sex.

The school system should have an assurance form that each cooperating business or organization signs stating that there is no sex discimination on the part of the business. If the organization refuses to give assurance or gives it but proves to be discriminating, the school is required to end its cooperation.

The above-mentioned resposibility is not optional. It is required by law.

Consider these benefits from assuming this responsibility:

1. The students know that their school offers support and helps to see that all students receive fair treatment.
2. Educators are encouraged to find and support outside employment situations that are non-discriminatory.
3. Your school's action will not be the only pressure that the employer will be receiving. Combined efforts will most likely result in a change of policies, making the employer eligible to work with your program again.

LANGUAGE
in Distributive Education

-- Be sure all training plans, training agreements, and other school information are written in sex-fair language.

-- Encourage elimination of sexist language, including marital status titles, on store memos and bulletins.

-- A goal in Distributive Education is to help students visualize all the possibilities available to them in a business career related to marketing products. Use the exercise on the next page to help broaden their perspectives and increase their vocabularies of non-sexist job titles.

PROJECT MOVE

James Lerner
West Seneca

Language activity:

Activity 4: Careers (found in General Suggestions)

Adapt to this list of occupations directly related to marketing and retailing.

industrial salesperson
freight handler
shipper
trucker
market researcher
advertising agency employee
model
window display expert
salesperson
assistant manager
direct seller
manufacturer's sales representative
detail person
route salesworker
distributor's representative
store manager
merchandising manager
buyer
management supervisor
copywriter
art director
layout artist
production manager
media director
account executive

Then, have the students think about and answer these questions:

1. Is there a job in the list you think could not be handled by a male? If yes, which one and why?

2. Is there a job in the list you think could not be handled by a female? If yes, which one and why?

3. Are there jobs on the list you would not attempt simply because you are a female/male? Name them, if so.

4. Name one particular job from the list you would be interested in pursuing. What interest and abilities of yours would be benefits to that job?

Suggested activities:

-- Check all window and interior displays to be sure they are nonsexist.

-- Photograph or describe sexist displays. Redesign them in a nonsexist manner.

-- Ask students to analyze a sexist advertisement. (You may choose to have students bring in examples.) Discuss the influence traditonal sex roles have on consumer buying habits.

-- Make sure all posters and bulletin boards are sex fair. If some you have used in the past are biased, have students help you evaluate and/or change them.

-- Make students conscious of sexism in illustrations found in the manuals and textbooks used in class.

EQUITY

IN MATHEMATICS

$2 + 2 = 4$ $16 \div 4 = 4$

$5 - 1 = 4$ $1 \times 4 = 4$

THE EQUATIONS ARE DIFFERENT, BUT EQUAL.

IN LIFE

MALES = HUMAN

FEMALES = HUMAN

CHILDREN = HUMAN

ADULTS = HUMAN

AGED = HUMAN YOUNG = HUMAN

TEACHERS = HUMAN

STUDENTS = HUMAN

PEOPLE ARE DIFFERENT, BUT EQUAL.

ATTENTION GETTERS
In Distributive Education

Activity 1: "Your Job and the Law"

Duplicate and distribute or post the laws and their results listed on this page. Discuss the laws and the implications for the students as they prepare to become employed. Have the students think about and share their ideas about why these laws seem to be necessary.

Your Job and the Law

The following provide protection for persons against sex discrimination in employment:

--- Title VII of the Civil Rights Act of 1964 forbids discrimination on the basis of race, color, religion, sex or national origin.

--- Equal Pay Act of 1963 provides for equal pay, regardless of sex, for equal work.

--- Under Title VII: Employers cannot maintain separate hiring policies according to sex:

- Employers cannot refuse to hire married women if they don't refuse to hire married men also.
- Height and weight requirements must be the same for men and women unless a difference is necessary for successful job performance.
- Refusing employment because of pregnancy is unlawful.
- There are to be no different standards between dress or appearance regulations for men and women.

--- Employment ads or notices cannot express preferences as to age, race, sex, religion or nationality.

--- In reality, any questions concerning race, color, religion, sex, or national origin **may** be included on a job application BUT, if the employer **uses** this information to discriminate in the hiring of an individual, it is unlawful.[2]

Activity 2: Fair Credit Practices

In the area of laws related to sex discrimination, the matter of credit-granting practices also needs to be examined. Read the following excerpt from Richert's retailing textbook:

> **Legal Status** Credit should be granted only to those who are legally capable of making contacts. "Legally capable" means that they have reached legal age and are of sound mind. In many states, legal age, or majority, is 21, although some states have recently lowered the age limit involved to 18. In certan other states, the age of majority is reached when a person marries.
>
> In general, married people have been considered better credit risks than single people. Although the greatest number of charge-account customers are married women, each wife's credit rating frequently takes into account her husband's character, capacity, and capital.[3]

The credit practices intimated here are no longer legal. Have students research the Fair Credit Act.

LEARNING EXPERIENCES
In Distributive Education

Suggested lessons:*

1. Practice techniques through role-playing. Use situations between employer and employee, co-workers, consumer and salesperson. First role-play them in a sexist manner, then in a nonsexist way. Discuss the differences.
2. Encourage inclusion of female speakers at employer-employee banquets.
3. Invite guest speakers in non-traditional job roles into the class at every opportunity.
4. Have students survey parents and peers to see which products are more commonly purchased by males and which by females.
5. In helping students with self-evaluation and job choices, refer to the general suggestions section of this manual and use lessons 7 and 8.
6. Assign book reports on books dealing with women and men in stereotyped positions or persons who have managed to find success and acceptance in a non-traditional position. Two good examples are:

   Pink Collar Workers—Inside the World of Womens' Work, by Louise Kapp Howe, New York, NY: G.P. Putnam's Sons, 1977.

   Boss Lady—An Executive Woman Talks About Making It, by Jo Foxworth, New York, NY: Warner Books, 1978.
7. Have students choose an occupational role, then write a description of their model (or ideal) for that role. Allow them to share these descriptions in class. Ask the class to decide if the role must be filled by a man or a woman or either. If the descriptions do describe only males or females, have the students make suggestions for changing the description to fit either sex.
8. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers and companies to complain about stereotyped images.
9. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.
10. Have female students pretend that marriage is **not** an alternative for them. What difference would this make in future plans?
11. Have students role play sex stereotyped situations such as a mock job interview, an application for credit at a department store, preparations for a party and cleaning up afterward.

---

*Adapted from: **Women and the World of Work**, Ronnie Tallen and Claire Allen, Minnesota, 1977.

Suggested Club Activities:

DECA provides opportunities for working on projects that can include or emphasize sex equity. Some examples of projects are listed below. They are modifications of actual DECA suggested activities.

Bronze Award (fact-gathering projects)

1. Show evidence of observing a sales staff's relationships with each other when a male or female is placed in a non-traditional job role.
2. Give a speech on "How the Public Benefits When Employers Place a Person in a Non-traditional Job Role."
3. Write a help wanted ad that would interest you in looking into a job that is non-traditional for your gender.
4. Participate in a role-playing situation of employer-employee. Create the situation founded on a sex equity matter.

Silver Award (application projects)

1. Prepare a brochure, minimum of four pages, on features and benefits of a product or service. Check for sex fairness.
2. From an employee's view point, make suggestions for the improvement of your employer's attitudes and actions that are sex biased.
3. Find out what has or is being done about sex affirmative action in three businesses in your local area.

Gold Award (analyzation projects)

1. Organize a panel of employers and employees to discuss what each expects of the other. Be sure to cover the matter of sex equity.
2. Develop and present a skit regarding proper grooming for business. Make your presentation sex fair.
3. Show evidence of presenting to a group of any kind a presentation on the changing roles of males and females.

SAMPLE ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: Increase student awareness of biased, discriminatory employer practices

   Objective 2: Encourage female leadership in the student organizations

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: In the classroom, use activities in this manual to increase awareness of the law and hiring practices

   Person responsible: teacher Completed by: 1st semester

   Work activity 2: Promote sex-fair practices through displays

   Person responsible: teacher/students Completed by: 1st semester

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
display items	$10-15 (May obtain materials from supplies)

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

   1) Use manual activities in the class
   2) Prepare displays
   3) Encourage female participation in the student organization

5. How can you evaluate your action plan, at what point will you do so?

   Student response

6. How will you let others know about your action plan and its outcomes?

   Conversation, displays

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ____________________

   Objective 2: ____________________

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ____________________

   Person responsible: ____________________ Completed by: ____________________

   Work activity 2: ____________________

   Person responsible: ____________________ Completed by: ____________________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] "Perspective," (Athens: Region IV Title IX Assistance Center, University of Georgia, 1979), p. 9.

[2] Indiana Division of Vocational Education, **Interpersonal Relations** (Terre Haute: Indiana State University, 1977), p. IV 13.6-13.11.

[3] G. Henry Richert, Warren G. Meyer, Peter G. Haines, and E. Edward Harris, **Retailing: Principles & Practices** (6th ed., New York: McGraw-Hill Book Co., 1974), p. 270.

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HEALTH OCCUPATIONS

The area of health occupations is one of traditionally female workers. Eliminating this traditional attitude may be accomplished by exposing students early in their educational careers to the idea that members of both sexes can hold jobs in the health field.

The following pages provide activities to incorporate such exposure.

LANGUAGE
In the Health Occupations Classroom

Avoid using sexist language or making remarks that indirectly suggest stereotyping. Do not use gender qualifiers when speaking about persons in a health-related occupation. Examples are: "female dentist" or "male nurse".

Occupational titles carry traditional connotations of sex (i.e. nurse=female, doctor=male). The exercise on the next page can expand students' awareness of health occupations and extend their health occupation vocabularies beyond "doctors" and "nurses".

Activity: HEALTH CAREER-O-GRAM

Sanitarian
Ambulance Attendant
Geriatric Activity Aide
Medical Illustrator
Physicians Assistant
Psychiatrist
Research Scientist
Periodontist
Cytologist
Ward Clerk
Nurses Aide
RN
Respiratory Therapist
Physical Therapist
Medical Photographer
Speech Pathologist
Medical Social Worker
Dental Assistant
Medical Librarian
Pathologist
Radiologist
Optician
Orderly
DDS
Medical Record Technician
Recreation Therapist
Medical Technician
Dental Hygienist
Medical Secretary
Admitting Clerk
Audiologist
Orthodontist
Pharmacist
Mortician
LPN

See if you can circle all 35 occupations spelled out below. The words are spelled backward and forward. Some of the words are abbreviated. You can find the words by looking from left to right...right to left... from top to bottom...and even diagonally! Use the list in the box to keep track of the words you have found.

```
K R E S P I R A T O R Y T H E R A P I S T N P L T M Q X
J E K S E W A S T S S A S N A I C I S Y H P S F S E M S
R S R S P E E C H P A T H O L O G I S T A B Y E I D E G
E E E M E D S E C R E T A R Y P M E N T O T C X P L D O
H A L R A D I O L O G I S T M E A N H O M Z H N A I S R
P R C E G N A I C I T P O I S R S O C U A O I T R B O D
A C G D N A I R A T I N A S G I L H E M E T A T E R C E
R H N I T O W N E R T S I T N O D O H T R O T A H A I R
G S I A M E D R E C T E C H G D L H J O N T R E T R A L
O C T S H C E T D E M T S I G O L O I D U A I C L I L Y
T I T E P H A R M A C I S T Z N E H T U D A S N A A W P
O E I S K I N A I C I T R O M T T L I Y E T T A C N O K
H N M R T S I P A R E H T N O I T A E R C E R L I S R W
P T D U K R E L C D R A W T S S A L A T N E D U S D K Q
D I A N M E D I L L U S T R A T O R E A D S A B Y D E H
E S G E R I A T R I C A C T I V I T Y A I D E M H N R Z
M T T S I N E I G Y H L A T N E D E V O C Z M A P Q J B
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(Answer key on page 216)

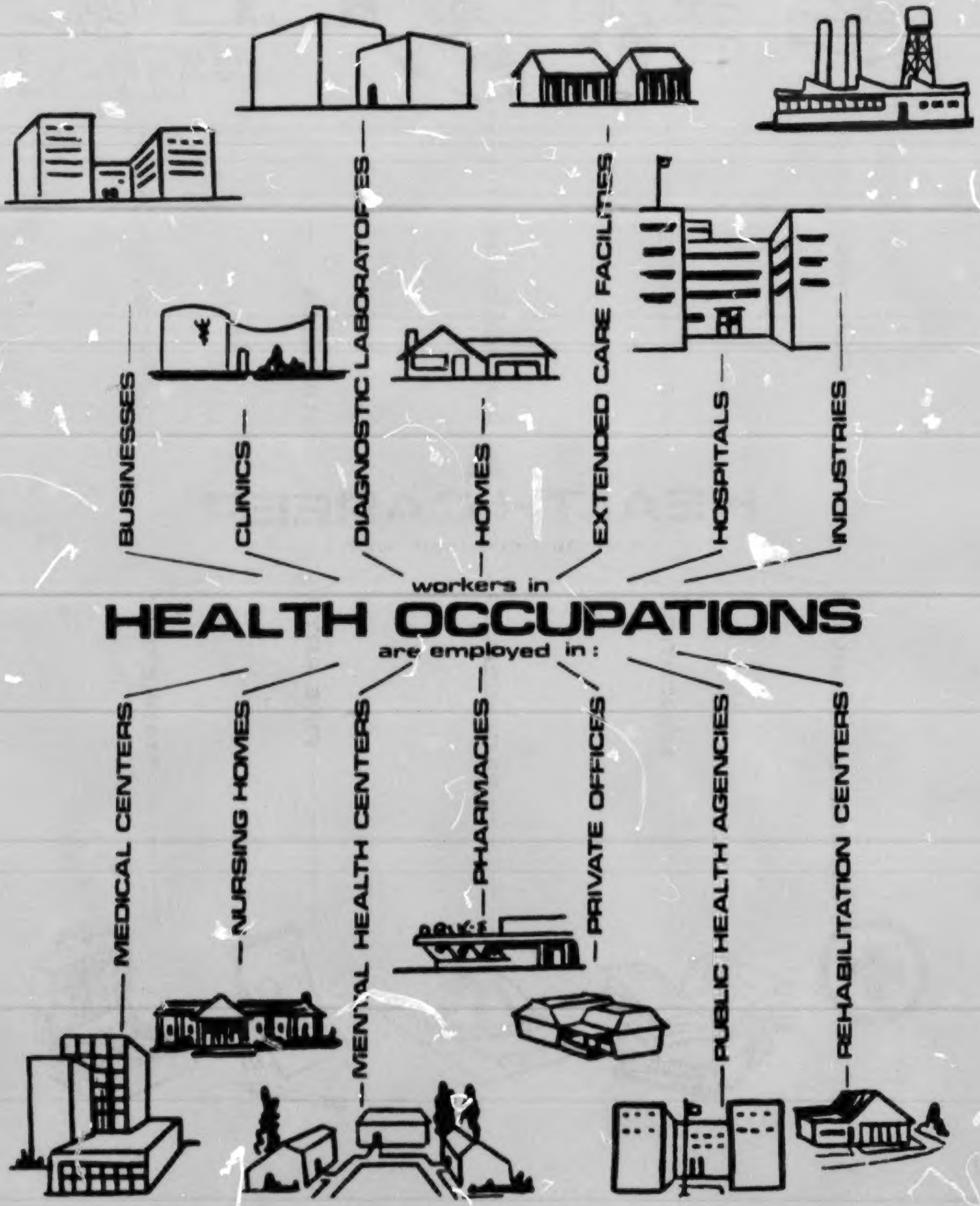
Reprinted from: **Occupational Orientation Health Occupations**, Illinois Office of Education, Springfield, IL. page 33.

AUDIO-VISUALS for the Health Occupations Classroom

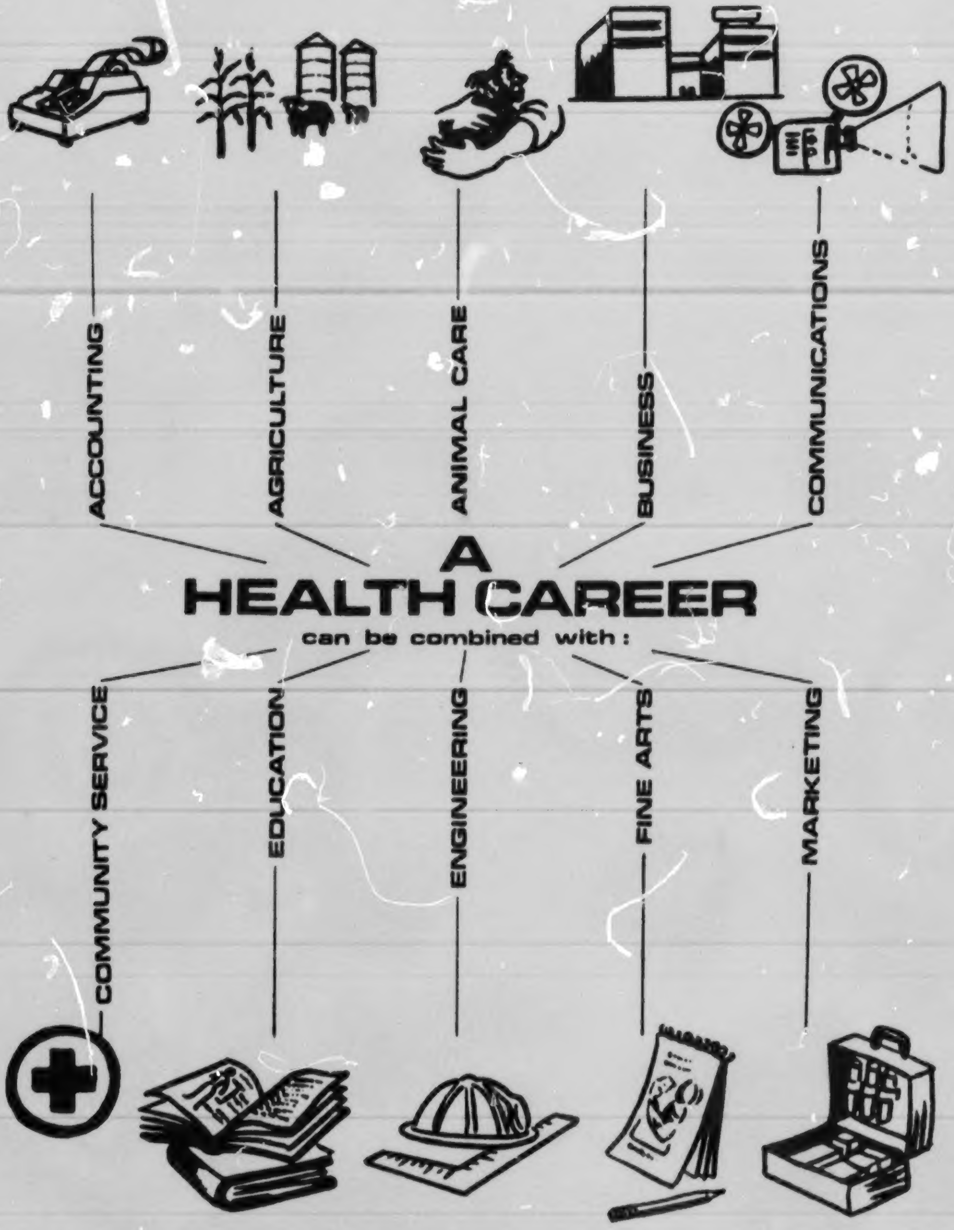
--The New York Life Insurance Company has prepared a free pamphlet "Careers for a Changing World--Health Care". You may obtain this pamphlet by writing to:

New York Life Insurance Company
51 Madison Avenue
New York, NY 10010

--For bulletin boards, use both female and male illustrations. Utilize the option of using illustrations that do not require human figures when it is possible. The next two pages illustrate examples of that option.



Source: **Introduction to Health Occupations Education**, Health Occupations Education, North Carolina Dept. of Public Instruction, p. 127.



Source: **Introduction to Health Occupations Education**, Health Occupations Education, North Carolina Dept. of Public Instruction, p. 123.

ATTENTION GETTERS
for the Health Occupations Classroom

Activity 1: Career by Choice

At the beginning of a class period, soberly announce to the class that the male students will no longer be allowed in the program. They are to discontinue in these classes immediately and report to the guidance personnel for counseling for a more appropriate program. Wait for response. Deal with the situation as serioulsy as possible for a while. Stop before anyone actually gets up to leave!

When you feel the situation has progressed enough to make an impression, confess that it was a "joke" and begin asking for student feelings and opinions. Lead the students into realizing that persons of one sex or the other are kept out of careers they are interested in and suited for in other ways as effective as a decision by administrators. Relate these means to the specific area of health occupations.

Activity 2: Male-Female Roles: Job Pressures

Ask students if they know men who [illegible] the following descriptions and, if so, how they feel about the situations:

Men who. . .

. . .have taken jobs they don't like because they have to earn money for their families?

. . .feel they must work overtime and therefore are not able to spend much time with their children?

. . .would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?

. . .want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

Ask if the students know women who fit those descriptions and, if so, how they feel about the situations.

LEARNING EXPERIENCES
for the Health Occupations Classroom

Human relations is an area of considerable emphasis in health care training.

Learning to understand others feelings, care for the needs associated with those feelings, and share emotions is not an easy thing to do for some--especially males whose mental image of men is that of non-emotionalism or strength instead of gentleness.

The following exercises are suggested in this area:

1. Have students hear and discuss a lecture on the influence heredity and one's physical and social environment has on behavior.[2]
2. Refer to the general suggestions section, page 37, for listening tips. Role-play listening situations and encourage "active listening" in the classroom.
3. From a role-playing situation, evaluate orally or in writing one's own feelings incurred from helping and being helped.[3]
4. Given a list of at least four human needs, interpret orally or in writing one's own behavior in meeting these four needs.
5. View and evaluate a TV program with doctors and nurses. Share observations on the roles each portrayed. Suggest script changes to decrease the number of traditional roles.[4]
6. Invite a female dentist or female doctor to speak about their occupational role.[5]
7. Use role-play to enact situations with the characters in non-traditional jobs. (Examples: a male nurse and a female doctor; a female dentist and a male dental hygenist.)[6]
8. Assign teams of students including males and females on each team to give demonstrations to local organizations. Publicize this service.[7]

--If their is a HOSA (Health Occupations Students of America) organization in your program, utilize meetings to make some sex equity emphasis. Some of the suggestions in this unit may be used. If the organization has a newsletter, articles or a column on sex equity could be included.

Since home economics also deals specifically with human relations, you may wish to refer to the exercises designed for home economics which began on page 121.

SAMPLE ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: Work toward changing the traditional male doctor/female nurse images

Objective 2:

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: Use activities from this manual to change student attitudes

Person responsible: teacher Completed by: 1st semester

Work activity 2: Counsel students for careers using unbiased materials and recommendations

Person responsible: counselor Completed by: end of year

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
Bulletin board and handout materials	$10 - 15 May be obtained through classroom supplies

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

1) Use activities in class
2) Evaluate
3) Use bulletin boards to encourage change
4) Talk with counselor to encourage unbiased practices

5. How can you evaluate your action plan, at what point will you do so?

1) Measure student reactions to activities
2) Evaluate enrollment figures for next year

6. How will you let others know about your action plan and its outcomes?

Bulletin boards/displays; publicity of non-traditional students

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   ____

   Objective 2: ______________________________

   ____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] Ronnie Tallen and Calire Allen, **Women and the World of Work** (Minnesota, 1977).

[2] North Carolina Department of Public Instruction, **Health Occupations Education Curriculum Guide** (3rd ed,; Raleigh: North Carolina Department of Public Instruction, Division of Vocational Education, 1977), p. 50.

[3] North Carolina Department of Public Instruction, p. 31.

[4] The University of Iowa, **Promoting Sex Equity in the Classroom** (Des Moines: Department of Public Instruction, Iowa, 1979), pp. 8-2—8-4.

[5] Ibid.

[6] Ibid.

[7] Ibid.

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HOME ECONOMICS

Home economics differs from other areas of vocational education in that it is uniquely designed to serve everyone, preparing all students for their dual careers as homemakers and/or wage earners. Home economics deals with developing skills for personal survival and for assuming responsibility. It examines morality and encourages development of a healthy, serviceable environment. Because of its wide scope of teaching goals, it would seem that home economics would be a logical area in which to emphasize sex equity with few problems related to adjustment to classes with both males and females.

However, like other areas of vocational education, much home economics curriculum is based on tradition with built-in stereotypes. The responsibility for successfully eliminating the stereotypes and bias rests with the individual instructors.

"NO, THE LADY OF THE HOUSE ISN'T HERE. SHE'S AT THE OFFICE RUNNING HER CORPORATION. DO YOU WANT TO SPEAK TO THE MAN OF THE HOUSE?"

PROJECT MOVE

Lorraine Baron
North Bellmore

LANGUAGE
in the Home Economics Classroom

Define and discuss the following lifestyle patterns. Compare these changing lifestyle patterns with changing attitudes toward sex equity.

Activity 1: Emerging Career Patterns*

-- TRADITIONAL FAMILY
-- VOLUNTEER CAREER
-- DUAL CAREER
-- SINGLE CAREER
-- SINGLE PARENT
-- SINGLE ADOPTIVE PARENT
-- MARRIED NON-PARENTS
-- EQUAL PARTNERSHIPS
-- SHARED POSITION
-- SHARED CAREER
-- ROLE REVERSAL PATTERN
-- NON-WORK PATTERN
-- ALTERNATIVE ECONOMIC LIFESTYLE

*Source: From information given at the Mississippi Sex Equity Institute, Mississippi University for Women, Columbus, MS, July, 1978, citing project Born Free, University of Minnesota.

Activity 2: Check Your Language*

Consider the following situations and quotations. If any of these sound familiar, be especially careful. Never hesitate to correct yourself. The correction can serve as a learning experience for you and your students.

Students are to purchase fabric and supplies for a clothing construction project. Do you say. . . .

When you go to the store with your mother. . . .

or

When the girl cuts your fabric. . .

A student is working in the child development lab nursery school. The student tries to comfort a crying child by saying:

Big boys don't cry.

or

Such a sweet little girl like you should't be acting like this.

The food preparation class wants to set up a mock restaurant. Work assignments are to be made. Do you say. . .

Girls, decide which of you are going to be the waitresses.

or

The manager will have to take care of his. . . .

You can think of other situations. Have students listen for slip-ups and correct them as they occur.

*Source: Joan D. Bernstein, **Exploring Role Options: A Guide for Eliminating Sex Stereotyping in Home Economics** (Life Skills Center, Montclair State College, 1979), p. 13.

AUDIO-VISUALS

In the Home Economics Classroom

Have Students - - -

--Tabulate the number of male, female, and nongender illustrations in several children's textbooks. Discuss the effects of any imbalance on the children who read the books.[1]

--Select a TV program and compare costumes worn by males and those worn by females. Consider reasons for the differences and if they are necessary.[2]

--Develop mock commercials. Students could explain the workings and characteristics of commonly used household equipment and supplies[3]

As a teacher - - -

-- Check all posters and bulletin boards for sex bias and stereotyping.

--Use pattern posters that show both males and females modeling patterns.

--Remember that A-V materials that are older and a bit out-dated may still contain valuable information, but are most likely biased. See the **Guidelines for Using Biased Materials** available from the Mississippi Sex Equity Office for suggestions for using these materials.

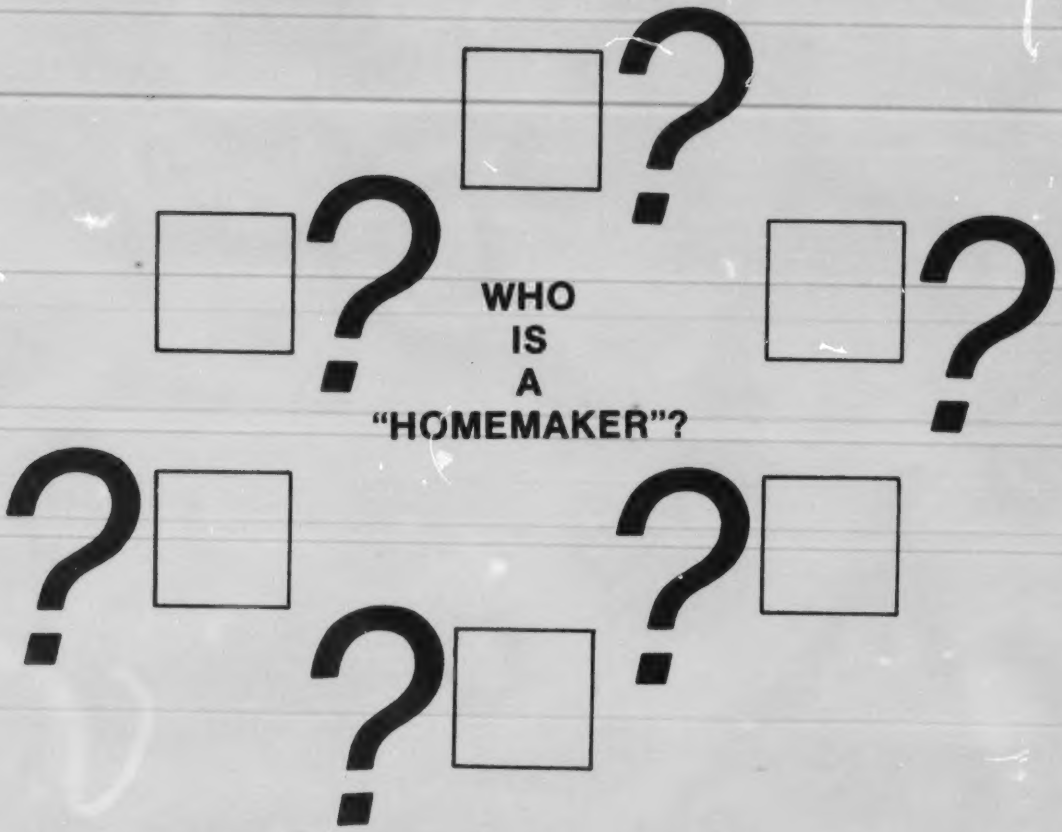
You may obtain a copy of New York Life Insurance Company's pamphlet on "Careers for a Changing World--Consumer Services and Homemaking" by writing to:

New York Life Insurance Company
51 Madison Avenue
New York, NY 10010

"A Review and Annotation of Consumer and Homemaking Resources with Attention to Sex Fairness" is available from:

The Vocational Home Economics Office
Vocational Division, State Department of Education
P.O. Box 771
Jackson, MS 39205

Bulletin Board Suggestion



(Squares represent magazine pictures of males and females taking care of homemaker tasks.)

Activity 1: Suggested Fishbowl Exercise*

Directions: Students (divided into small groups) elect one person from each group to draw a topic from the fishbowl. As a small group, students give written examples of sharing or not sharing responsibilities as related to the drawn topic. Each group places its written examples in a designated container. The teacher will draw examples from the container for a large group discussion.

Fishbowl Topics

Role as Housekeeper	Role in Meal Preparation	Role as Wage Earner or in Economic Contribution
	Role in Child Care	Role in Dating
Role in External Home Care	Role in Participation and Contribution	Role in Textiles and Clothing Care

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*Source: Indiana Division of Vocational Education, **Interpersonal Relations** (Terre Haute: Indiana State University, 1977), p. II-19.2.

Activity 2: Thinking About Your Work Inside the Home*

Thinking About Your Work Inside The Home

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Working Inside my Home: Where Am I Now?

I think I have:

____ a good idea of all the tasks that go into running a home and caring for family members
____ a general idea of what goes into running a home, but I really haven't thought much about it

I:

____ accept a lot of responsibility for doing many different kinds of jobs around my home
____ do jobs in my home mainly when someone tells me what to do
____ rarely do work around my home

When I do work around my home, I do:

____ work that helps me alone (cleaning my own room, fixing my own food, arranging my own entertainment)
____ work that helps other members of my family (working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

____ do more work than I do around the home
____ do about the same amount of work around the home as I do
____ do less work around the home than I do

Around my home, I do work which is:

____ traditional for my sex
____ nontraditional for my sex
____ both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

____ do a good job
____ do all right
____ have real problems

If I had to take care of other members of my family for a week I would:

____ do a good job
____ do all right
____ have real problems

In my ideal family or home living situation:

____ Men would do traditional "men's work" — working outside the home to support the family; working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" — working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.

____ All family members would take turns doing all jobs inside the home; females and males would share all tasks.

____ Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

If I were a member of the opposite sex, my ideal home living situation would be:

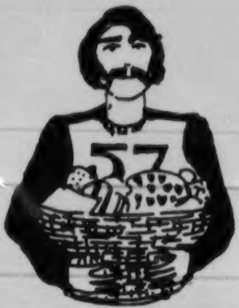
____ the same as it is now

____ the opposite of what it is now

Reprinted from: Martha Matthews and Shirley McCune, **Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education** (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978), pp. 33-34.

Activity 3: Working Inside the Home: What Are Your Skills?*

Working Inside The Home: What Are Your Skills?



How good are you at the various tasks required for working inside the home? How many different things can you do? How well can you do them?

Some of the skills that are needed for work inside the home are listed below. Read each one and circle the number that you think reflects how you rate in that area.

Surviving at Home: What Are My Skills?

Skills related to:	My level of knowledge and skill is: 1 Pretty bad	2	3 Could get me through in a pinch	4	5 Great!
Food and Nutrition					
Planning nutritious meals	1	2	3	4	5
Preparing nutritious meals	1	2	3	4	5
Budgeting and buying food	1	2	3	4	5
Clothing and Textiles					
Planning a wardrobe	1	2	3	4	5
Selecting good quality, economical clothes	1	2	3	4	5
Caring for and repairing clothes	1	2	3	4	5
Sewing or designing clothes	1	2	3	4	5
Housing and Home Furnishing					
Selecting appropriate housing	1	2	3	4	5
Budgeting for housing and utilities	1	2	3	4	5
Selecting appropriate furnishings	1	2	3	4	5
Caring for home furnishings	1	2	3	4	5
Making home repairs	1	2	3	4	5
Family Living					
Maintaining positive interpersonal relationships	1	2	3	4	5
Caring for and guiding growing children	1	2	3	4	5
Planning my own growth and development	1	2	3	4	5
Supporting the growth and development of other members of my family	1	2	3	4	5

Reprinted from: Martha Matthews and Shirley McCune, **Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education** (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978), p. 35.

Activity 4: Thinking About Your Skills Getting More Information*

Thinking About Your Skills

Review your ratings on the checklist; see if you can see patterns that might limit your survival.

In what areas are you strongest?

In what areas are you weakest?

Do your patterns suggest sex stereotyping?

Could you live alone and take care of yourself if you had to?

Could you take care of people dependent upon you if you had to?

What new skills do you need to learn?

What skills could you learn in vocational education courses which are not traditional for your sex?

Getting More Information

Learning more about the tasks involved in running a home and getting more information about your own skills and knowledge begins (where else?) at home.

You can:

- spend a day with your mother (or another adult female) while she works in or around the home or for the family and make a list of every task she does and how long it takes her to do it
- spend a day with your father (or another adult male) while he works in or around the home or for the family and make a list of every task he does and how long it takes him to do it.
- organize a job try-out week at your home: get all your family members (or all the people who live in your home) to make a list of all the work that needs to be done in or around the home or for the family (be sure to include such things as child care, driving people to the dentist, etc.), then assign jobs so that every one gets a chance to try every job or to try at least three jobs she or he hasn't done before. (While there may be people in your house who are too young to do certain jobs safely — a four year old can't drive a car or work on a stove — make sure that other people are not excused from trying jobs because of their lack of experience or because of stereotyped ideas of "women's work" or "men's work.")

It's very important that before you do any of these things you talk to your family members and explain what you are doing and get their permission. One important part of working inside your home is maintaining positive interpersonal relationships. If you explain to your family that you're trying to get information about the skills that go into running a home (not grading them on their performance of various tasks) and gain some new skills yourself, you'll probably find them willing to help. Keeping this in mind, try it — and see if you like it.

Reprinted from: Martha Matthews and Shirley McCune, **Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education** (Washington, D.C.: Resource Center on Sex Roles in Education, national Foundation for the Improvement of Education, 1978), p. 36.

LEARNING EXPERIENCES
In the Home Economics Classroom

Lesson 1: A Sign of the Times*

A SIGN OF THE TIMES

Secondary	Home Ecn./Soc. Stud. Awareness/Behavior
Objective:	Students will examine and compare the experiences of being female (or male) in the United States during the seventies as opposed to the experiences of being female or male during the forties or fifties. Students will determine whether the needs of males or females are different today than the needs 20 years ago.
Rationale:	Expectations and roles of males and females have changed. Nostalgic wishing will not bring back what some view as the "good old days". Many of today's role expectations are based on norms held valid twenty years ago. By comparing today's sex roles with the sex roles expected for members of their respective sex twenty years ago, students can judge what gender role limitations and assumptions they now face.
Materials:	Old magazines (library or teacher furnished), or old school annuals.
Activity:	Using old school annuals or old magazines, students write short research reports about what it was like to be a male or female at that time. The project can be done in the classroom if you use old annuals. Students can examine student dress, types of clubs available, social activities, awards, "predictions for the future" ("Most likely to succeed"), etc. If you use old magazines, compare the types of articles written about one sex, the way the magazine appeals to sex groups through advertisements, the applicances available to the homemaker, the types of jobs shown for either sex, the dress, etc. The student then takes a current magazine or annual. (Example - a **Ladies Home Journal** 1955 and a **Ladies Home Journal** 1976, or a school annual 1949 and another 1976,) and write a short report about what it's like to be a male or female today.

*Source: Louise Vetter, Carolyn Burkhardt and Judith Sechler, **Vocational Education Sex Equity Strategies** (Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978), p. 116, citing Dallas Independent School District.

Lesson 2: Expectations in Marriage*

Objective: The students will examine and evaluate their role expectations for marriage partners.

Directions: Write your feelings concerning the topics listed below and what you expect your mate and you would do. Some of these you possibly know, others you will need to give some thought. Try to be very conscious about these value decisions, remembering who or what event gave you the attitude you have. Use as much paper as necessary.

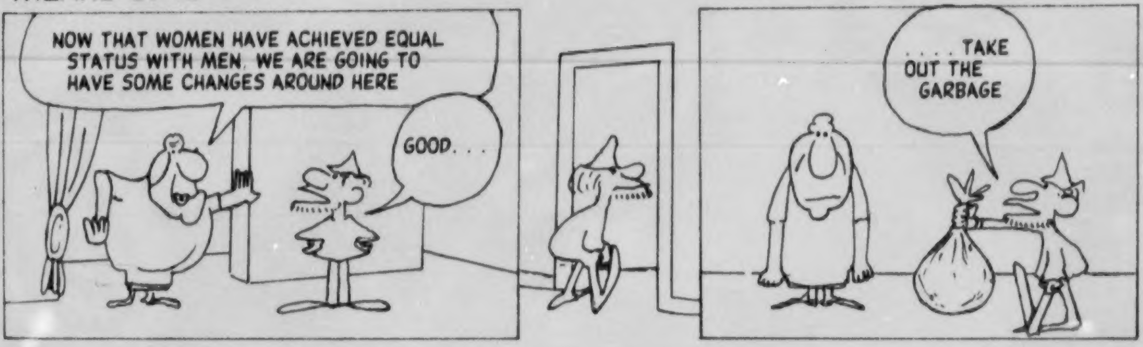
Money (spending, saving, loaning)
Having and raising children (discipline)
Parents and in-laws
Drinking
Smoking
Drugs
Jealousy
Religious practices
Vacations (weekend hobbies, trips)
Friends
Working
Illness

Remember to include these thoughts:

"I want (or don't want) my mate to. . . ."
"When I'm married I will (or won't). . . ."

*Source: Homemaking Research Laboratories, **Tips and Techniques for Homemaking Teachers**, 1975, p. 80.

WIZARD OF ID


NOW THAT WOMEN HAVE ACHIEVED EQUAL STATUS WITH MEN, WE ARE GOING TO HAVE SOME CHANGES AROUND HERE
GOOD. . .
. . . . TAKE OUT THE GARBAGE

By permission of Johnny Hart and Field Enterprises, Inc.

Lesson 3: "My Egg Diary"*

Objectives:

1. Awareness of parental care
2. Knowledge of responsibility
3. Knowledge of time involvement and management.

Directions:
Each student is given a raw egg for one week. That student must keep a diary and obey the rules.

Questions:
At the end of one week answer the following questions.
Personal feelings on having the egg.
1. Did you find the experience rewarding? Why or why not?
2. Would you like the idea of having an "egg" as a full time job? Why or why not?
3. How did your parents react to this project?
4. Do you feel this was a worthwhile project? Why or why not?

Rules for Egg:
Students make up their own rules for this project.

Sample rules:
1. Do not leave egg in locker.
2. Do not leave egg alone.
3. Do not abuse your egg. (Egg abuse--your grade will suffer!)
4. Do not exchange egg if you break it.
5. You cannot sell your egg.
6. Give your egg a name and dress or paint it.
7. Make a bed for your egg.
8. Keep your egg clean and feed it at least three times a day.
9. Dress your egg according to the weather.
10. Take your egg everywhere you go unless you leave it with a responsible egg-sitter.
11. Keep egg out of reach of small children and animals.
12. Do not teach your egg foul or illiterate language.
13. Must spend at least one hour a day with egg.

Sample of Student's Egg Diary

Tuesday, *February 22, 1977*

Baby got up at 5:00--he's an early bird. At 8:00 I took Wally to the neighbor's, Sally, so she could watch him while I was in school. I came home from school about 4:40, went and got Wally, brought him home. That evening Wally and I decided to go out to eat with my mom and dad. We were home about 7:30. Baby played till late that evening. He is a very happy baby. Wally sat by himself for the first time tonight.

Wednesday, *February 23, 1977*

Baby slept in till 7:30. Susan baby-sat for Wally all day again until 4:30. Wally and I spent the whole evening together. Wally spoke his first word, "Da Da." Wally went to bed early but was restless most of the night.

*Source: Homemaking Research Laboratories, **Tips and Techniques for Homeamking Teachers**, 1975, p. 80.

Additional learning experiences:*

--Invite a panel of females and males to discuss how they express their feelings and emotions, why they react in these ways, and whether or not they would like to react differently.

--Write a list of family and social practices and customs, which apply to the expected or traditional roles of families in society. Share and compare in class discussion.

--Invite a class speaker from dual role career families to discuss techniques for handling changing roles and positive and negative situations that have occurred.

--Take a poll of a kindergarten or first grade class to see what they want to be when they grow up. Tally results and discuss implications.

--Explore the question "How do career aspirations affect parenting decisions or the process of parenting?" Invite several people who have made a parenting decision to explain their reasons.

--Discuss characteristics considered typical of a father and a mother. Analyze each characteristic to determine if a person of the other sex could also have these qualities. Describe people they know who have some of these qualities.

--Have students rewrite a children's story containing sex role stereotyping.

--Role-playing is a very effective means of broadening student's perspectives. Try role-playing in almost every situation. For sex equity, try role-playing traditionally, including sex biases and stereotyping, and then do a role reversal.

--Bring in role models of persons in nontraditional jobs for a class interview.

---

*Source: The University of Iowa, **Promoting Sex Equity in the Classroom** (Des Moines: Department of Public Instruction, Iowa, 1979), pp. 9-2--9-8.

The following learning experiences are suggested by Joan D. Bernstein in **Exploring Role Options (A Guide for Eliminating Sex Stereotyping in Home Economics)**, Life Skills Center, Montclair State College, 1979, pages 38-40.

--Have each student write his/her ideal marriage contract including expectations and responsibilities for both partners. Repeat the exercise, asking students to respond as members of the opposite sex. Compare the two responses and have them discuss the differences.

--In clothing laboratory have each student repair, alter, or decorate a piece of clothing. Students learn that even if they don't wish to construct new items, they will learn basic skills that will be of use.

--In clothing laboratory, allow students to make sports equipment such as sleeping bags, ski jackets, and small tents.

--In foods classes, have students help change recipe titles and food choices to make them appealing to both sexes. Examples: tea sandwiches, lady fingers, etc.

--Write an article or demonstrate how to refinish furniture, paint, or wallpaper a room, or build a simple piece of furniture.

SAMPLE ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: Offering home economics courses that appeal to both males and females and encouraging male enrollment.

Objective 2: Change attitudes about the role and definition of a homemaker.

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: Revision of home economics curriculum

Person responsible: home economics teacher Completed by: end of school yr.

Work activity 2: Recruitment of boys for home economics

Person responsible: guidance counselor Completed by: spring pre-registration

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
NONE	

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

1) Include activities in current curriculum to expand definition of a homemaker
2) Revise curriculum
3) Recruit males

5. How can you evaluate your action plan, at what point will you do so?

Check enrollment at beginning of next year. Evaluate curriculum changes after 1st semester of next year.

6. How will you let others know about your action plan and its outcomes?

Discuss with principal and guidance counselor. Talk with other vocational teachers and students.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: ______________________________

____

Objective 2: ______________________________

____

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: ______________________________

____

Person responsible: ______________ Completed by: ______________

Work activity 2: ______________________________

____

Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] The University of Iowa, **Promoting Sex Equity in the Classroom** (Des Moines: Department of Public Instruction, Iowa, 1979), pp. 9-2--9-8.

[2] The University of Iowa, p. 9-3.

[3] Joan D. Bernstein, **Exploring Role Options: A Guide for Eliminating Sex Stereotyping in Home Economics** (Life Skills Center, Montclair State College, 1979), p. 40.

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HANDICAPPED

Sex bias and sex role stereotyping in vocational educational programs is as prevalent with handicapped students as it is with other students. A study by Patricia Thomas Cegelka, an assistant progessor at the University of Kentucky, revealed the following:

--Fewer girls than boys are found in special vocational preparation programs. Sex may be a determining variable in placement.

--Once in the programs, girls are trained for jobs of low or no financial remuneration. (Cegelka's study showed females making only 35% of the weekly earnings of males.)

--The field expects lower levels of adjustment from females. (Girls are expected to be more dependent, etc.)

--It is more difficult for girls than boys to get into special education classes, but their ability to meet lower success criteria is interpreted as justification for the special education programs."[1]

Other studies of vocational programs for the handicapped show that males generally receive training in shop, agriculture, automotive trades, and construction trades. Females are generally trained in home economics classes and secretarial and nurses' aide training.[2]

Most curriculum guides for the mentally retarded tend to include prevocational training, with vocational training increased as the student grows older.[3] With much exposure to vocational programs, and with sex biases and stereotyping in evidence in those programs, these special students' needs for emphasis in learning about sex equity is apparent.

LANGUAGE

In the class for handicapped students

The language in materials is as important as the illustrations. Examine this selection from a manual:

One may become a carpenter by studying and training in a vocational school where carpentry is taught as a trade. Another way one may learn the carpentry trade is by becoming an apprentice. An apprentice is one who works with an experienced skilled carpenter until sufficient skills needed for employment as a carpenter are learned.

There are certain prerequisites one must have in order to become a carpenter. They are:

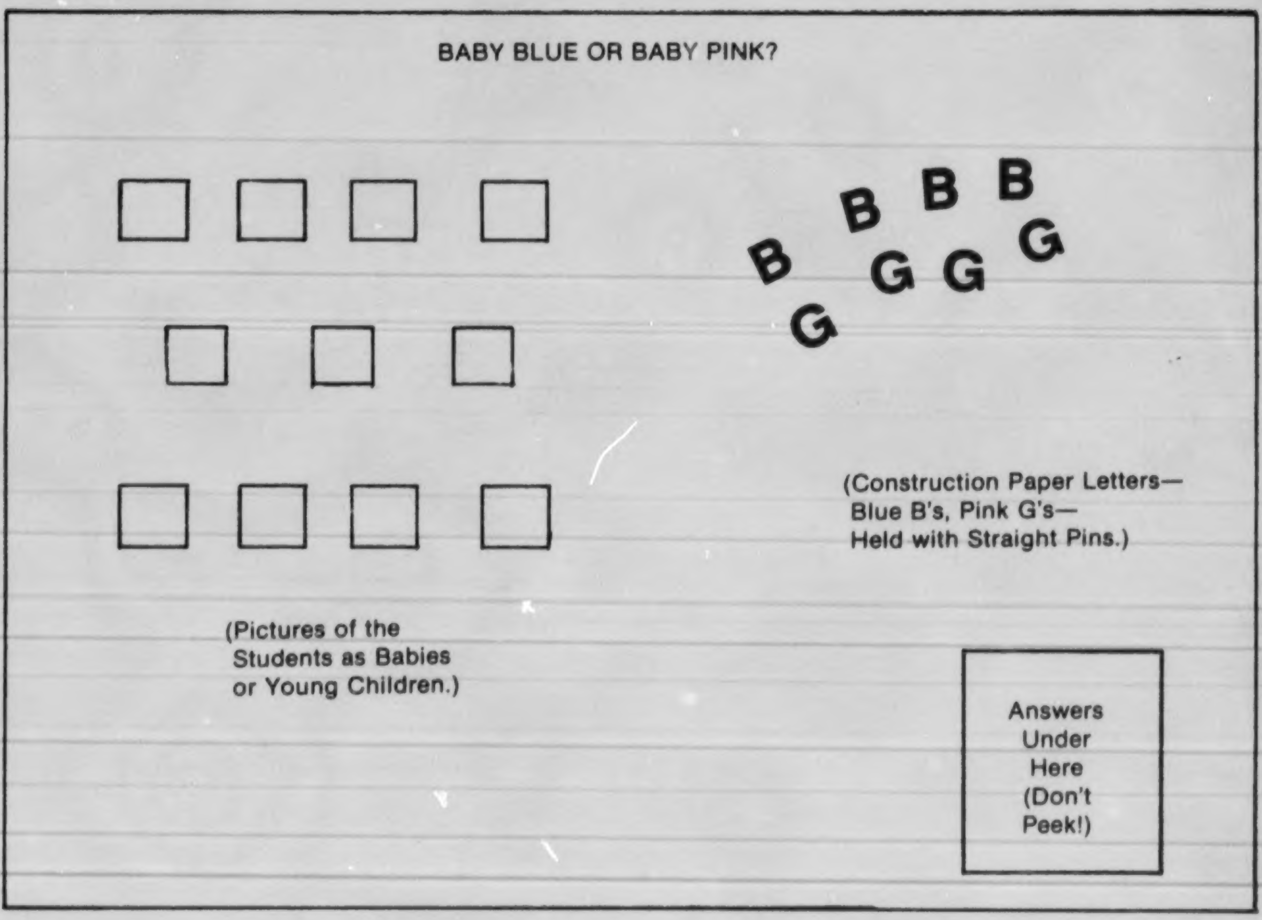
1. Have a healthy and strong body.
2. Have normal eyesight, or eyesight which can be corrected to normal.
3. Be able to work in both cold and hot weather.
4. Be stable enough to work on ladders, scaffolds, and roofs, without becoming dizzy.
5. Have a reading level of at least fifth grade and understand what is read.
6. Have a basic knowledge of simple arithmetic.[4]

Did you observe that there is no mention of either gender? Also, the prerequisites listed would not seem to describe either sex.

Examine your instructional materials carefully for these same qualities. For ideas for dealing with materials you must use that are sex-biased, you may request the booklet **Guidelines to Sex Fair Vocational Materials** (see resources section for ordering information.

AUDIO-VISUALS
in the class for the handicapped

This bulletin board can be used as a learning experience.


BABY BLUE OR BABY PINK?
B B B B
G G G G
(Construction Paper Letters—Blue B's, Pink G's—Held with Straight Pins.)
(Pictures of the Students as Babies or Young Children.)
Answers Under Here (Don't Peek!)

DEMONSTRATE TO STUDENTS. THEY ARE TO PIN A BLUE "B" ON THE PICTURE THEY THINK IS A BABY BOY OR A PINK "G" ON THOSE THEY THINK ARE BABY GIRLS, THEN CHECK AND SEE HOW MANY THEY GUESSED CORRECTLY.

AFTER ALL STUDENTS HAVE HAD AN OPPORTUNITY TO TRY THE EXERCISE, DISCUSS AS A GROUP HOW PEOPLE TREAT LITTLE BOYS AND GIRLS DIFFERENTLY.

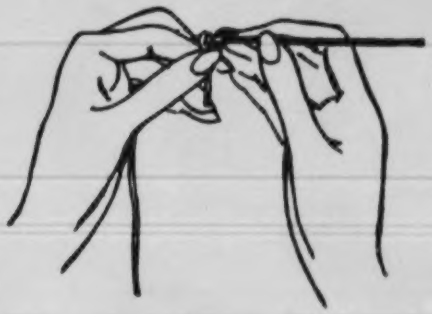
As in regular programs, one of the first things to do is to examine the materials used in your instruction. Look at this page of examples of sexist and non-sexist illustrations.

Be sure to check all materials for illustrations. All should portray both males and females or should use nonsexual illustrations.

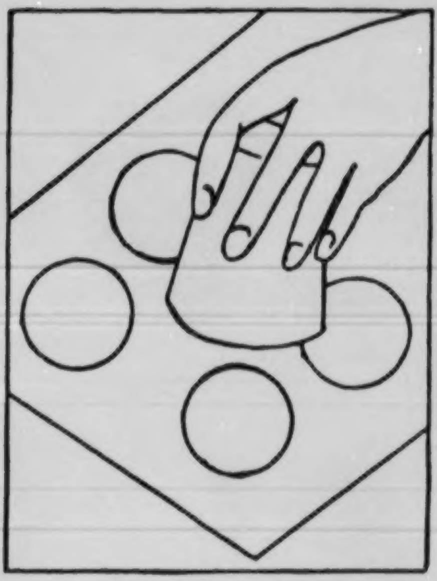
The following are examples of illustrations in manuals for teaching EMR's.

Hold hook in right hand as you would a pencil.

Feminine hands illustrate stitchery:

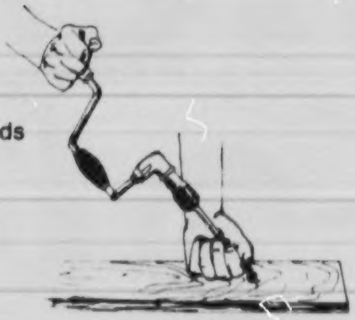


(Courtesy of Coats & Clark, Inc.)

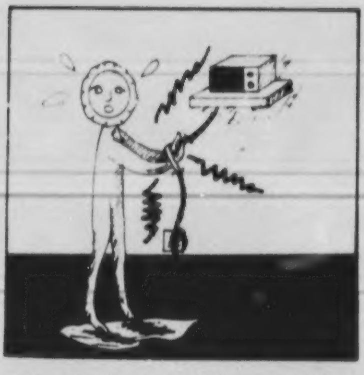


Non-feminine/masculine hands used in illustrating fabric printing:

Masculine hands illustrate woodworking:

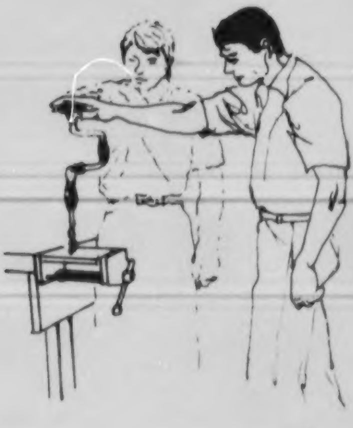


An asexual illustration from a manual on assembly/disassembly.



Check the Insulation on all electrical cords before using.

All-male illustrations on wood-working.



Even though EMR students can and probably will recognize discrimination (whether on the basis of sex or other things), helping them acquire a working definition of sex equity may be difficult. Try the following comparision:

2 + 2 = 4
AND
3 + 1 = 4

SO, 2 + 2 AND
3 + 1 ARE EQUAL,
EVEN THOUGH THEY
LOOK DIFFERENT.

BOYS (AND MEN) = PEOPLE
AND
GIRLS (AND WOMEN) = PEOPLE

SO, BOYS (AND MEN)
AND GIRLS (AND WOMEN)
ARE EQUAL, EVEN
THOUGH THEY LOOK DIFFERENT.

(This can be used to make an effective bulletin board or poster.)

That should at least be a beginning for understanding the concept of sex equity. A lot will depend on the teacher's actions being equitable. Watch your language. Watch your assignments of work. Be sure you don't assign heavy work to boys and lighter jobs to girls. Point out biases or stereotypes good-naturedly when they are evident. Help students work through problems they encounter with biases and stereotyping in other areas of their lives.

ATTENTION GETTERS

In the class for the handicapped

Activity 1:

Have students make charts to record who does what housework (including the care of children) in their homes during a week's time. At the end of the week, compare the lists in class and note which chores are done by females and which by males.

Activity 2:

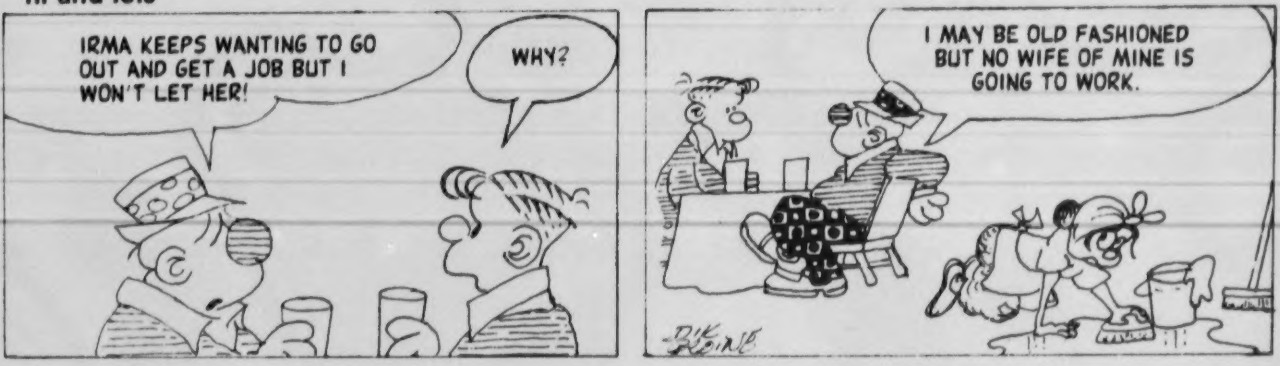
Show a film twice. The second time through turn off the sound so students can discuss how people are portrayed.

Activity 3:

Discuss familiar TV advertisements with students. How are boys and men acting? What products are they promoting? How are girls and women acting? What products are they promoting?

Source: **Women and the World of Work**, Ronnie Tallen and Claire Allen, Minnesota, 1977.

hi and lois


IRMA KEEPS WANTING TO GO OUT AND GET A JOB BUT I WON'T LET HER!
WHY?
I MAY BE OLD FASHIONED BUT NO WIFE OF MINE IS GOING TO WORK.

King Features Syndicate, Inc, 1978. World rights reserved. Reprinted by permission of King Features.

LEARNING EXPERIENCES
for the handicapped

Teachers of EMR students face some inherent problems that other instructors may not face. One problem is a much more limited attention span. Some days much work can be accomplished. On other days, hardly any progress in made at all. Other instructors certainly face similar problems, but not in the proportions and with the same accompanying effects as teachers of EMR students.

Some of the activities in the general section would be ideal for taking a break from the day's work or changing the pace or filling empty moments that can give opportunities for disruptions. The following are some suggestions of suitable activities and some adaptions that may be necessary.

Refer to. . .

--page44,"Sentence Completion": Reading the beginning of the sentences aloud and having several students complete them aloud may be better than doing this as a writing assignment. Some terminology may need changing, i.e. "spouse"=husband/wife.

--page 45,"Values Voting": EMR students should enjoy this exercise as much as any other group will. The first suggestion for conducting the exercise would give students a chance to expend some physical energy.

--page 49, "Television": Have the students watch a selected program as an assignment. Orally ask the questions and discuss the answers. Choose a favorite, familiar TV advertisement to verbally evaluate with the students.

By keeping in mind the students' abilities, by simplifying language, by reducing reading requirements, and by shortening or dividing time periods spent on the activities, almost every activity in this manual may be adapted for use with the special student.

The Family Circus

" 'Miss' means you're not married, and 'Missus' means you're married, and 'Miz' means it's a secret."

The Family Circus by Bil Keane, Reprinted Courtesy the Register and Tribune Syndicate, Inc.

While a handicapped student's learning capacity in reading, math, or similar skills may be limited, it is important for us as educators to realize that their social understanding and capacity to feel is **not** limited. An EMR student will face coping with making a living in the same society as any other student. We must not shelter such students from learning about such topics as sex equity because we fear their limited ability to understand. It is our responsibility to help them learn to cope in society at it exists.

SAMPLE ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: Teach handicapped students what sex bias is.

Objective 2: Eliminate "traditional roles" concepts of handicapped students about homemakers and wage earners

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: Use activities in this manual to increase language and concepts of students

Person responsible: teacher Completed by: 1st semester

Work activity 2: Promote the idea that anyone can be a homemaker or a wage earner.

Person responsible: teacher Completed by: end of year

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
handouts/bulletin boards	minimal

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

1) Use specific activies from manual.
2) Evaluate student response.
3) Use bulletin boards.

5. How can you evaluate your action plan, at what point will you do so?

Student response--throughout the period of use of activities.

6. How will you let others know about your action plan and its outcomes?

Bulletin boards--share ideas with other teachers.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   Objective 2: ______________________________

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] Patricia Thomas Cegelka, "Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs," **Exceptional Children**, Vol. 42, No. 6, March, 1976, pp. 323-329.

[2] Pamela Danker-Brown, Carol K. Sigelman, and Robert W. Flexer, "Sex Bias in Vocational Programming for Handicapped Students," **Journal of Special Education**, Vol. 12, No. 4, Winter, 1978, p. 453.

[3] Patricia H. Gillespie and Albert H. Fink, "The Influence of Sexism on the Education of Handicapped Children," **Exceptional Children**, Vol. 41, No. 3, November, 1974, p. 158.

[4] Research and Curriculum Unit, **Exemplary Prevocational Programs for Educable Mentally Retarded in Mississippi**, Mississippi State University, 1979.

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INDUSTRIAL ARTS

Industrial arts has been a traditionally male stereotyped vocational offering. Since these courses are offered to a large number of younger vocational students, the industrial arts class can provide an excellent avenue for eliminating stereotyping among students at an early age.

Practice sex fairness in the shop:

--**Don't** assign the male students the heavy jobs and the female students the "housekeeping" ones. Rotate the jobs equally.

--Mix female and male students as partners, in work groups, etc.

--Make sure that you have equal facilities for both sexes. If there is only one restroom, for example, make equitable arrangements. **Don't** let the boys use that restroom and send the girls to the main school building to a facility.

Many of the activities provided in the General Suggestions section can be used in the industrial arts class. Additional activities are provided on the pages which follow.

"No, I want auto mechanics. He gets the needlepoint!"

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LANGUAGE
In the Industrial Arts Class

Activity 1: Textbook Stereotyping

In the introduction to industrial arts in an industrial arts textbook on the Mississippi Adopted Textbook list, the following statements are made:

> "Technology may be seen as **man's** means to gaining advantage over and control of Nature. . .**man** creating **his** own environment. . .**man** expressing **himself**. . .**man** making **himself**.
>
> ". . .when **man** with **his** technology makes **his** own environment, **he** does one or more of the following: **He** consumes Nature's materials faster than **she** can replace them. . .**He** destroys Nature as **he** moves mountains and fills lakes and valleys. . .**He** produces unnatural noise, waste, litter, junk, and excess heat. . .**He** pollutes the natural environment."[6]

In the same text, the beginning of technology is illustrated verbally and artistically with "Mr. Early Mann." Additionally, there are no pictures or illustrations of females at all in the textbook. These very illustrations can reinforce any insecurities or feelings of being misplaced that female students may have. Having students find these illustrations and suggest alternate ways for writing or illustrating can eliminate the negative effects and create positive ones.

Additional activities:

--Check all the instructional materials you use for sex bias and stereotyping. (See the resources list in the general section for ordering information for **Guidelines to Sex Fair Vocational Materials**)

--Make sure that your own language is sex-fair. Use general, non-sexist terms.

AUDIO-VISUALS
In the Industrial Arts Classroom

Activity 1: Recruitment

Recruitment for non-traditional students is often a problem that precedes any classroom problems mentioned. Deborah Patterson, a industral arts teacher, describes a part of the problem:

> "Often guidance counselors view the shop as a place for the male slow learners, the male discipline problems, or the boys who just don't fit into the college prep curriculum. Many school counselors and administrators feel that the shop is not a suitable learning environment for a young lady. Because they may not fully understand the subject matter, some school counselors fail to see the important learning experiences that can take place in the industrial arts lab. Thus, the effective publication of programs and the recruiting of students is better left to the local industrial arts teacher."[3]

Ms. Patterson suggests developing a slide presentation that could be developed, using shots from actual industrial arts classes and explaining what the course included. Have the students help develop the presentation.

The same idea could be used to produce posters, student presentations to other classes or the PTA, or displays or brochures or course descriptions. Ms. Patterson's description of industrial arts follows:

> "Industrial arts is a form of general education. We try to prepare you to understand our material culture, our technology. Through exposure to industrial arts, you learn how to do things, make things, and fix things, how to express ideas in media other than words, how to understand technology, its pros and cons, and the dynamic effect it is having on human life."[4]

Additional Activities:

--Use safety posters that show both male and female students. Students can design and produce such posters.

--Use bulletin boards and/or posters that convey the idea that males and females can and do manage the same skills or problems. You may want to have the students take charge of this project. A space may be provided just for current newspaper or magazine articles the students bring in that illustrate sex equity or the opposite.

--Show examples of work for illustrative purposes done by both males and females.

Activity 2: "The Fable of He and She"

Show the film "The Fable of He and She"* This is a good, short, animated film. It is a story of "SHEs" and "HEs" who become independent of each other and learn to take on nontraditional duties and responsibilities. Construction is one of the tasks the "SHEs" learn to do, while the "HEs" take care of children and food preparation.

Show the film twice if there is time. Some things are so subtle that they may be missed the first time. Have the students share their reactions to the film.

*Available on loan from:

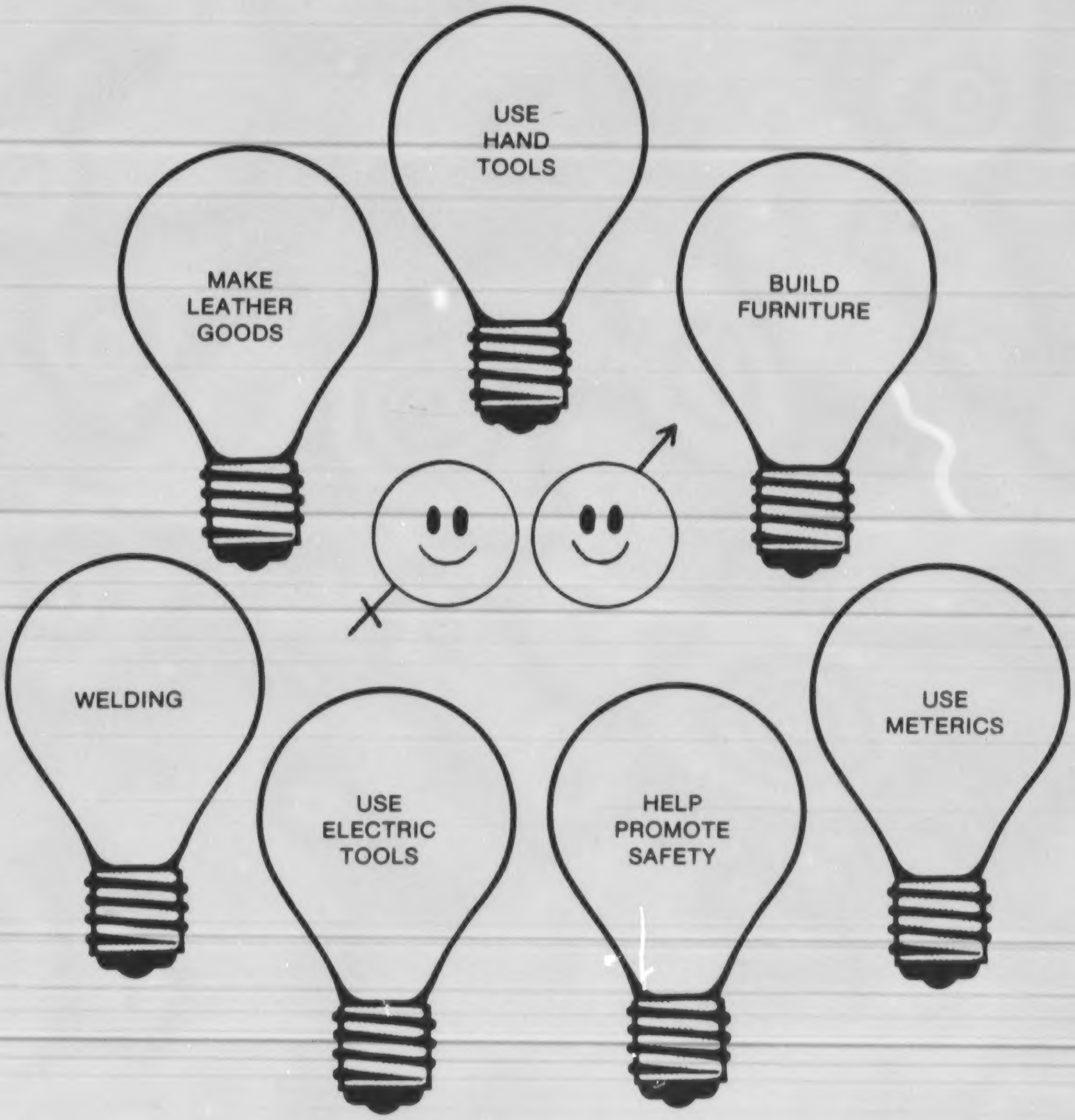
Sex Equity Office
P.O. Box 771
Jackson, MS 39205

A ~~WO~~MANS' WORK IS NEVER DONE!

PROJECT MOVE

Lisa Sartichian
Floral Park

Bulletin Board Suggestion:



ATTENTION GETTERS

In the Industrial Arts Classroom

Help both male and female students to consider the options available to them in the job market as related in industrial arts.

Use the activities in the general suggestions as attention getters. Adapt the "Careers" activity using this list of construction related jobs:

architects
drafters
bulldozer operator
materials supervisor
expediter
inspectors
heavy equipment operators
crafts workers
office workers
truck drivers
salespersons
safety directors
construction manager
laborers
materials checker
contractor
bookkeeper
masonry estimator
journey electrician[5]

LEARNING EXPERIENCES
In the Industrial Arts Classroom

Suggested lessons:

1.--Set the rules for shop safety and also, for mutual respect. "Person Rule" should help prevent some of the teasing of non-traditionally placed students.

2.--Discuss assertive behavior (page 38) and encourage it among **all** students. This should benefit female or male students who come into the program with few skills and little confidence.

3.--Use "How Different are Men and Women," page 185 of the trade and industry unit to initiate exchange of opinions.

4. Plan projects with choices that will be interesting to all students (i.e. a gun rack or a jewelry box).[1]

5.--Use every opportunity to invite to your shop guests who will be examples of non-traditional career persons. Encourage students to interview such persons.

6.--Use both male and female students for demonstrations.

7.--Encourage students of both sexes to compete in skill contests.[2] (A good example is the Metric "500" races.)

8.--Try to find people in non-traditional jobs and plan an on-site class visit to observe these individuals at work.

"I HOPE I GET DONE IN TIME TO COOK DINNER."

PROJECT MOVE

Beth Castellano
Floral Park

SAMPLE ACTION PLAN

1. **What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)**

Objective 1: To begin changing the "male" image of the industrial arts course for the students enrolled and the entire student body by the end of first semester when students will begin making course choices for the following year.

Objective 2:

2. **What are the appropriate work activities needed to achieve this objective?**

Work activity 1: Use some of the consciousness-raising activities from the general section and some of the attention-getter exercises from the teacher's manual with industrial arts students. Use them from the first week of class until some change can be noted. Follow up throughout the year.

Person responsible: industrial arts teacher **Completed by:** 1st quarter/end of yr.

Work activity 2: Set up bulletin boards/displays relating to industrial arts and using both male and female figures in the shop and in other places in the school. The teacher will set up the first ones in the shop and help the students with others for the school.

Person responsible: teacher/students **Completed by:** 1st semester

3. **Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?**

Items	Cost
bulletin board/display materials	possible none, if materials can be obtained through the main office (otherwise, approximately $10-15)

4. **What are the specific steps you need to take to implement your program? (Put them in chronological order)**

1) Put consciousness-raising and attention getting activities into the daily lesson plans for the first two weeks of school.
2) Make a list of other activities to include in class periodically through the year.
3) Set up shop bulletin boards for the beginning of the year and the next couple of weeks.
4) Arrange for using school bulletin boards for industrial arts displays during first quarter.
5) Help students plan those bulletin boards for the school.

5. How can you evaluate your action plan, at what point will you do so?

--Listen and watch for positive feedback from the students on the classroom activities and the displays and bulletin boards.

--Have the students report feedback from students in the school.

--Check on projected enrollment for the coming year once students begin to make course choices

6. How will you let others know about your action plan and its outcomes?

--Discuss plans with the principal/vocational director and the vocational counselor. Also ask for their cooperation and input to the plan.

--Share plans with other shop teachers in the district.

--Possible article in the school and/or local newspaper.

--Ask for feedback from other teachers.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   Objective 2: ______________________________

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] State of Iowa, **Promoting Sex Equity in the Classroom**, Dept. of Public Instruction, 1979, p. 12-3.

[2] Office of Sex Equity, **Ohio Sex Equity Materials**, (Columbus, Ohio: Ohio Dept. of Education, Vocational and Technical Educational Opportunities, 1979).

[3] Louise Vetter, Carolyn Burkhardt, and Judith Sechler, **Vocational Education Sex Equity Strategies**, (Columbus, Ohio: Ohio State University, 1979), p. 113.

[4] **Ibid.**, p. 114.

[5] New York Life Insurance Company, "Careers for a Changing World--Construction," New York, NY, 1978.

[6] Delmar W. Olsen, **Industrial Arts for the General Shop**, 4th ed., (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973), pp. 16-17.

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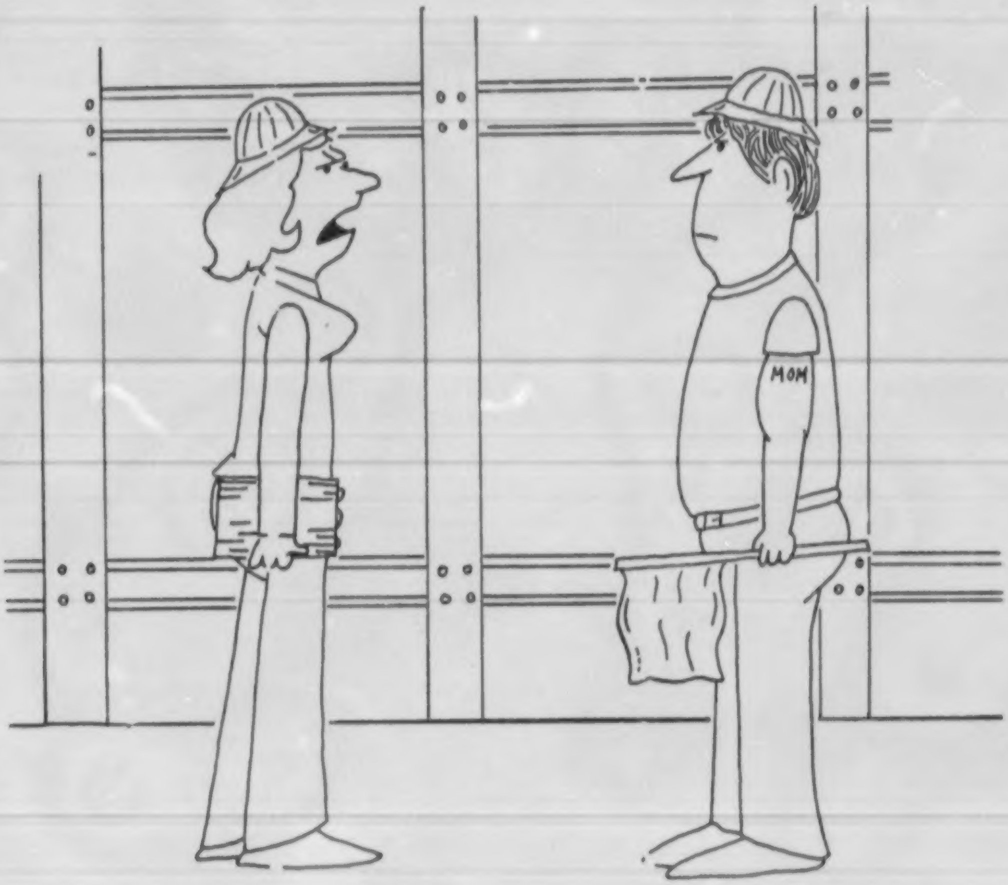
TRADE
AND
INDUSTRIAL

*"What do you mean, 'Go tell it to the foreman...'
I AM the foreman!"*



PROJECT MOVE

Jeffrey M. Powell
Sidney Center

The skills taught in trade and industrial programs afford the students successful in mastering them some of the most lucrative jobs on the job market. With an ever-increasing number of women serving as principle or single wage earner for a family, society is finding more of these women venturing into trade and industrial training..

Instructors should keep in mind some special considerations for the classrooms or shops. For example, provide adequate facilities for both sexes. If the shop is an older one with only one restroom, make arrangements that are acceptable to everyone. Remember, also, to treat students equally. Do not give females "housekeeping" duties and males the "heavy work."

Before providing student-oriented activities, the manual has given some suggestions for trade and industry personnel to consider about the general program on the following page.

Initiating Sex Equity in Vocational Programs*

WHAT TRADE AND INDUSTRIAL EDUCATION TEACHERS AND INSTRUCTORS CAN DO TO PROMOTE SEX EQUITY IN VOCATIONAL PROGRAMS

1. Ask to accompany Guidance representatives to home school orientations. Get on program. Promote sex equtiy.
2. Use students of both sexes for demonstrations and answering questions for open houses, orientation days, displays at fairs and malls, etc.
3. Urge students of both sexes to compete in skill contests.
4. Make attractive, prominent bulletin board displays exemplifying sex equity. Visitors notice such things more than students.
5. Use non-traditional student and instructor representatives of vocational programs for career day activities.
6. Accept instructors of both sexes in all programs.
7. Let your students know all programs are open to both sexes. Students are our best sales persons.
8. Use sexism awareness activities in staff meetings.
9. Contact local businesses and industries for display materials depicting both sexes doing all kinds of work. Watch magazines and newspapers for same—pass along to instructors and Guidance.
10. Encourage prospective students to seek admission to non-traditional programs once they are aware of the opportunities.

---

*Adapted from: Office of Sex Equity, **Ohio Sex Equity Materials** (Columbus, Ohio: Vocational and Technical Educational Opportunities, Ohio Department of Education, 1979).

LANGUAGE
in the Trade and Industry Classroom

--Use general, non-sexist terms such as drafter, technician, etc. when refering to jobs.

--Check all of the posters, bulletin boards, handouts, and similar materials to be sure sex fair language is used.

--Have students continually check you and each other for sexist terms and "slips" in using bias and stereotyped remarks in conversation.

--Have students help you review textbooks, handbooks, and manuals for the use of biased language. Make corrections in the books.

"NO, DEAR! PITCHING RECORDS WASN'T WHAT I HAD IN MIND -

PROJECT MOVE *Robert Harnett*

AUDIO-VISUALS

In the Trade and Industry Classroom

--Identify and collect samples of sex-fair illustrations and art work.

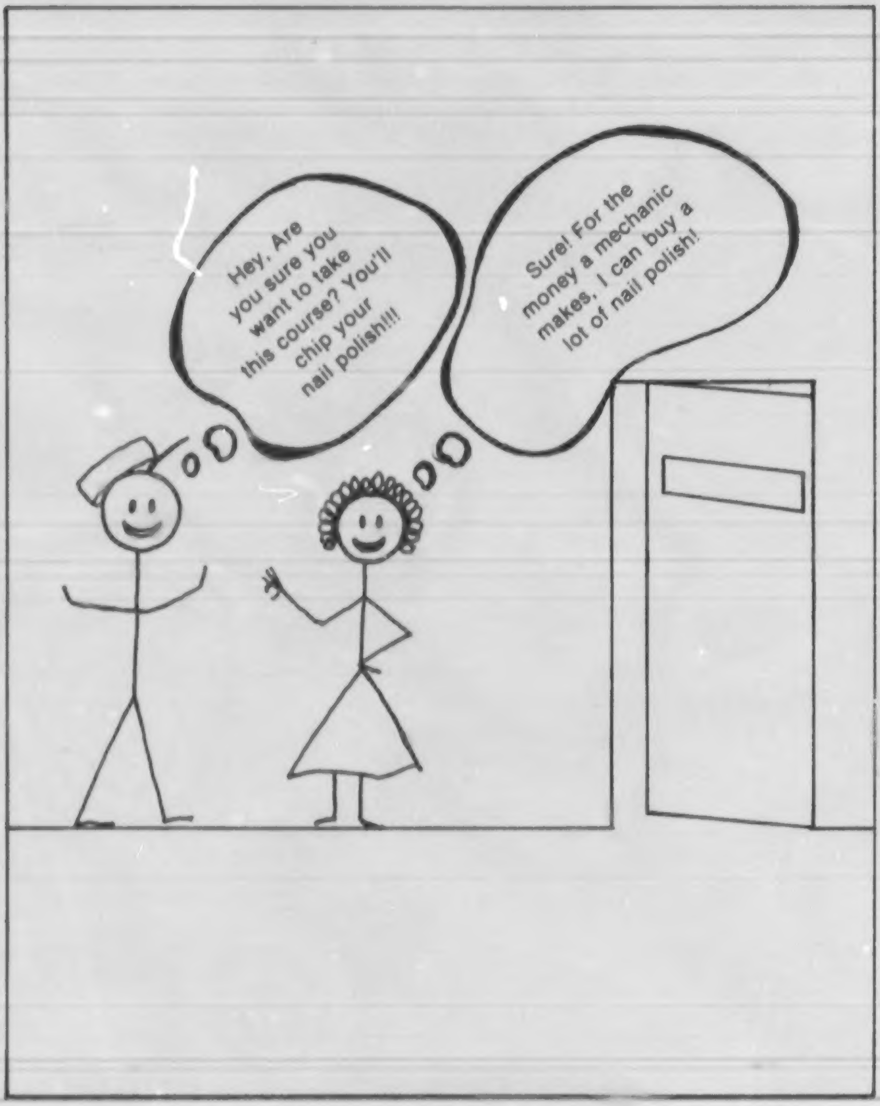
--Be sure that all the printed materials posted or displayed or distributed are sex-fair. (See **Guidelines to Sex Fair Vocational Materials**--information in resources section.) This would include safety posters. If some materials you use are not sex-fair, you may have your students develop new materials.

--Show illustrations of both males and females doing the work.

--Have students observe attire of persons apearing in audio visual materials. Discuss the possibility of similar clothing being worn by both males and females. Have students design an appropriate garment for a selected task.

Bulletin Board Suggestion:

Here is a cartoon that may be adapted for bulletin board or poster use.


Hey, Are you sure you want to take this course? You'll chip your nail polish!!!
Sure! For the money a mechanic makes, I can buy a lot of nail polish!

*Source: Phyllis Lehmann, "Cutting Sex Bias Out of Vocational Education," **The Educational Digest** XLII, No. 7 (March, 1977), pp. 33-35.

ATTENTION GETTERS

In the Trade and Industy Classroom

Distribute the following information to the students. Read it orally in class or have students read it alone. Ask for reactions to the evidence. An alternate suggestion would be to read the assumptions to the students and have them respond, then provide them with the evidence.

Activity: HOW DIFFERENT ARE MEN AND WOMEN?*

Assumption	Evidence
Men are bigger and taller than women.	There is no set difference in height between women and men. Difference in height varies from population to popluation. In certain groups, women equal men in size and strength, and are sometimes larger and stronger (in South Africa and Tibet). However, men are, on the average, taller than women. This difference may be due to environmental factors such as diet. Scientists have noted that "in many parts of the world women eat apart from men. Girls get the soup while boys get the meat."
Men are stronger than women.	A person's strength is influenced by many things. The amount of muscular activity a person must perform is one influence. Since men are often required to perform difficult physical work, their strength grows. When women are called on to perform physical labor, they become stronger, too. Today as men do less physical labor and women become more athletic, there is a tendency for the muscular development of the two sexes to become more and more alike.
Women cannot perform difficult physical work because they are smaller and weaker than men.	In many societies, women perform heavy labor. Think of the pioneer women. An observer of these women wrote: "Women in this country are condemned to the lowest work that men scorn: women plow, dig, cut hay, rake, beat grain, bind grain, gather the harvest, chip wood, milk, churn butter. Not all women are little women." Yet, in our society, all women are assumed to be unable to perform certain tasks requiring strength because they are the "weaker" sex.
Since women bear children, they should stay at home and raise them.	Women in our society devote only a third of their lives, at most, to childbearing (the average family is complete by thirty and children are in school) and many women have no children. Society's view of what a woman can do influences what she does. Indian women in this country, before contact with European values, gave birth, alone, and cleaned the baby and went on with their work immediately.

*Source: Nancy W. Bauer, ed., **Male and Female in Today's World** (New York: Harcourt, Brace & Javanovich, 1980), pp. 38-39.

LEARNING EXPERIENCES

In the Trade and Industry Classroom

1.--Distribute and discuss the laws on employment procedures on page 95.

2.--Encourage **all** students to work on VICA leadership projects.[1]

3.--When presenting local youth groups or community clubs programs demonstrating a T&I skill such as changing oil in a car or finishing furniture, use male and female students in the demonstration.

4.--Invite a male and female guest or students to demonstrate how each would perform an identical task.

5.--Schedule a field trip to local manufacturer who employs both men and women in production.

6.--Permit selection of creative projects based on interests of students (i.e. a gun rack or a jewelry box; a bread board or a game board, etc.).

An active VICA (Vocational Industrial Clubs of America) organization can use many of the suggestions in this manual to promote sex equity in vocational industry. Consider the following suggestions that can be used as individual or team projects, in competition or not.

--Be sure that males and females take leadership roles. Encourage both to run for office, locally and in state and national elections.

--Create displays featuring males and females in nontraditional roles. The displays could be for competition or simply for increasing general student awareness when placed in the school.

--Create new safety posters for trade and industry shop areas that will depict both males and females in working situations.

--Encourage students to compete in a nontraditional area if you note interest and ability for that area.

--Be sure that females are not consistently assigned "social" aspects of planning (i.e. refreshments) and males the desicion-making, leadership aspects.

SAMPLE ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

Objective 1: To begin changing the "male" image of the T & I course for the students enrolled and the entire student body by the end of first semester when students will begin making course choices for the following year.

Objective 2:

2. What are the appropriate work activities needed to achieve this objective?

Work activity 1: Use some fo the consciousness-raising activities from the general section and some of the attention-getter exercises from the teacher's manual with T & I students. Use them from the first week of class until some change can be noted. Follow up throughout the year.

Person responsible: T & I teacher Completed by: 1st quarter/end of yr.

Work activity 2: Set up bulletin boards/displays relating to T & I and using both male and female figures in the shop and in other places in the school. The teacher will set up the first ones in the shop and help the students with others for the school.

Person responsible: teacher/students Completed by: 1st semester

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
bulletin board/display materials	possible none, if materials can be obtained through main office (otherwise, approximately $10-15)

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

1) Put consciousness-raising and attention getting activities into the daily lesson plans for the first two weeks of school.
2) Make a list of other activities to include in class periodically through the year.
3) Set up shop bulletin boards for the beginning of the year and the next couple of weeks.
4) Arrange for using school bulletin boards for T & I displays during first quarter.
5) Help students plan those bulletin boards for the school.

5. How can you evaluate your action plan, at what point will you do so?

--Listen and watch for positive feedback from the students on the classroom activities and the displays and bulletin boards.
--Have the students report feedback from students in the school.
--Check on projected enrollment for the coming year once students begin to make course choices.

6. How will you let others know about your action plan and its outcomes?

--Discuss plans with the principal/vocational director and the vocational counselor. Also ask for their cooperation and input to the plan.
--Share plans with other T & I teachers in the district.
--Possible article in the school and/or local newspaper.
--Ask for feedback from other teachers.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   ____

   Objective 2: ______________________________

   ____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] Instructor manuals for Trade and Industrial instructors, Research and Curriculum Unit, Mississippi State University.

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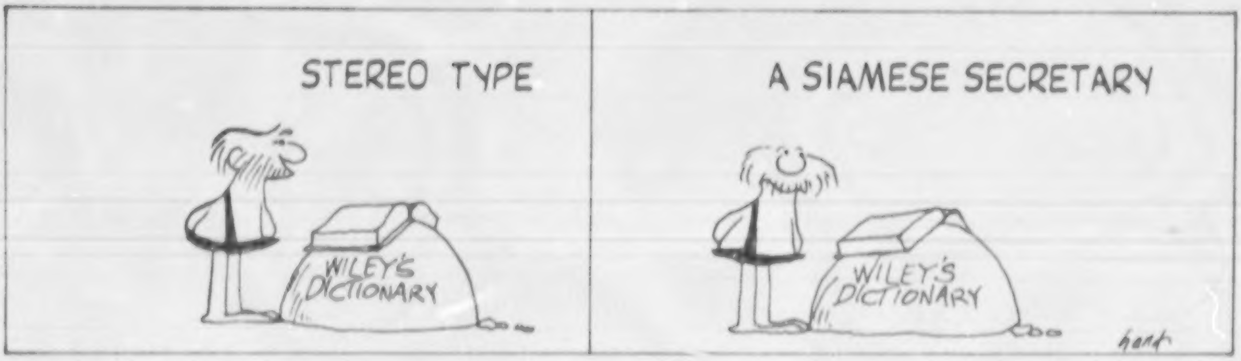
OFFICE OCCUPATIONS

The need for business and office workers is growing faster than that for any other category of occupations in America. Approximately 400,000 jobs will be added every year for the next few years, and another million people will be needed to replace retirees.[1]

In spite of the above facts, it is difficult to attract increasing numbers of persons into office occupational training for two basic reasons: The area is generally a low-paying one, and the female sex stereotyping attached to the area remains. These reasons reinforce each other.

What can business and office educators do? They can encourage increased male participation in office occupations classes. They can encourage females to assume offical leadership roles, and work at removing sex-role stereotyping from office occupations programs.[2]

B.C.



By permission of Johnny Hart and Field Enterprises Inc.

LANGUAGE

in the Office Occupations Classroom

Activities:

--Collect and share correspondence received to illustrate sexist and nonsexist terminology. Assign re-typing of sexist letters into nonsexist language.

--Use dictation lessons to give students practice in changing gender pronouns to "s/he" or "she and he" or changing the sentence to use gender-free plural pronouns or gender-free nouns.

--Tape class sessions or interviews (real or staged) or any other discussion and have students listen for sexist terminology or biased, stereotyped remarks.

--In any sample problem or on any sample forms, be sure to use male and female names. Use the names indiscriminately in roles of business partners, owners and consumers. The next page provides an illustration of how a teacher can take biased material and revise it to make it sex fair.

Sample Student Activity--Payroll[*]

Before Sex Equity Guidelines Have Been Applied

Employees and payroll data are given for T & H Insurance Company

Title	Name	Soc. Sec.. Number	Marital Status	Exemptions	Salary
Underwriter/Adjuster	Michael Slavin	301-62-1980	M	5	$1400/mo.
Insurance Salesman	Jeffrey Barnes	200-41-5655	M	3	$1000/mo.
Insurance Salesman	Renee Thompson	286-01-5786	S	1	$800/mo.
Secretary	Lorraine Steven	581-98-6213	S	1	$600/mo.
Bookkeeper	Linda James	422-87-3867	M	1	$600/mo.
Receptionist	Patti Coats	169-00-8377	M	0	$2.85/hr.

1. Complete the payroll register for the one-week pay period ending December 8, 198_____.
2. Patti Coates worked 45 hours this pay-period. (Time and one-half is allowed for over 40 hours).
3. Make the payroll entry in the general journal.
4. Make the employer payroll tax entry in the general journal.

Sample Student Activity--Payroll

After Sex Equity Guidelines have Been Applied

Employees and payroll data are given for T & H Insurance Company.

Title	Name	Soc. Sec. Number	Marital Status	Exemptions	Salary
Underwriter/Adjuster	Michael Slavin	301-62-1980	M	5	$1400/mo.
Insurance *Salesperson*	Jeffrey Barnes	200-41-5655	S	3	$1000/mo.
Insurance *Salesperson*	Renee Thompson	286-01-5786	M	1	*$1000/mo.*
Administrative Asst.	Lorraine Steven	581-98-6213	S	1	$600/mo.
Bookkeeper	Linda James	422-87-3867	M	1	$600/mo.
Clerical Aide	*George Adams*	865-13-4309	S	1	$2.85/hr.

1. Complete the payroll register for the one-week pay period ending December 8, 19_____.
2. *George Adams* worked 45 hours this pay-period. (Time and one-half is allowed for over 40 hours).
3. Make the payroll entry in the general journal.
4. Make the employer payroll tax entry in the general journal.

[*] Source: Office of Sex Equity, **Ohio Sex Equity Materials** (Columbus, OH: Ohio Department of Education, 1979).

AUDIO-VISUALS

In the Office Occupations Classroom

Suggested activities:

--Keep a bulletin board for newspaper articles about people in non-traditional jobs.

--Have students prepare a bulletin board illustrating females and males with a variety of status and responsibility.

--Prepare a bulletin board or poster dealing with societal attitudes toward males and females, their roles, and how these attitudes affect different aspects of business.

--Prepare a display of magazine and newspaper ads that use stereotyped male and female roles to sell the product.

--Look at the image your particular program projects. An example of sex-fair representation is shown by the welcome bulletin board/poster idea on the following page. Do you have any displays projecting this kind of image? Have your students help you develop some.

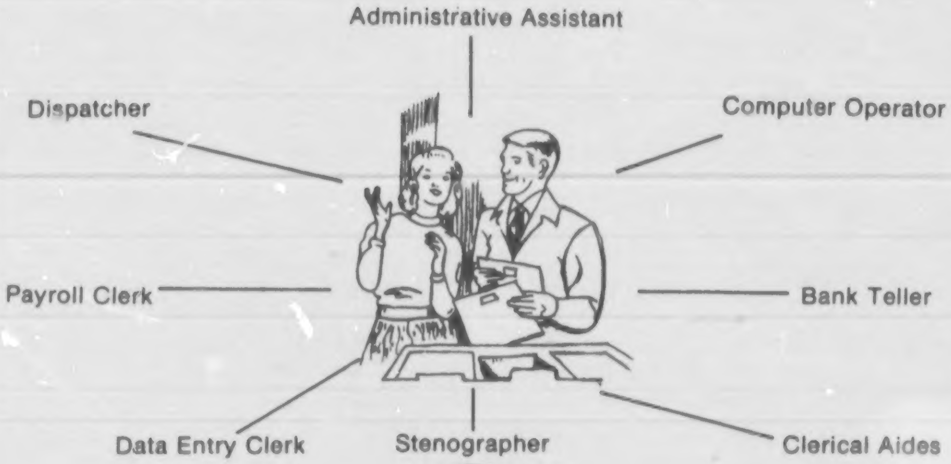
Bulletin Board Suggestion:

Welcome

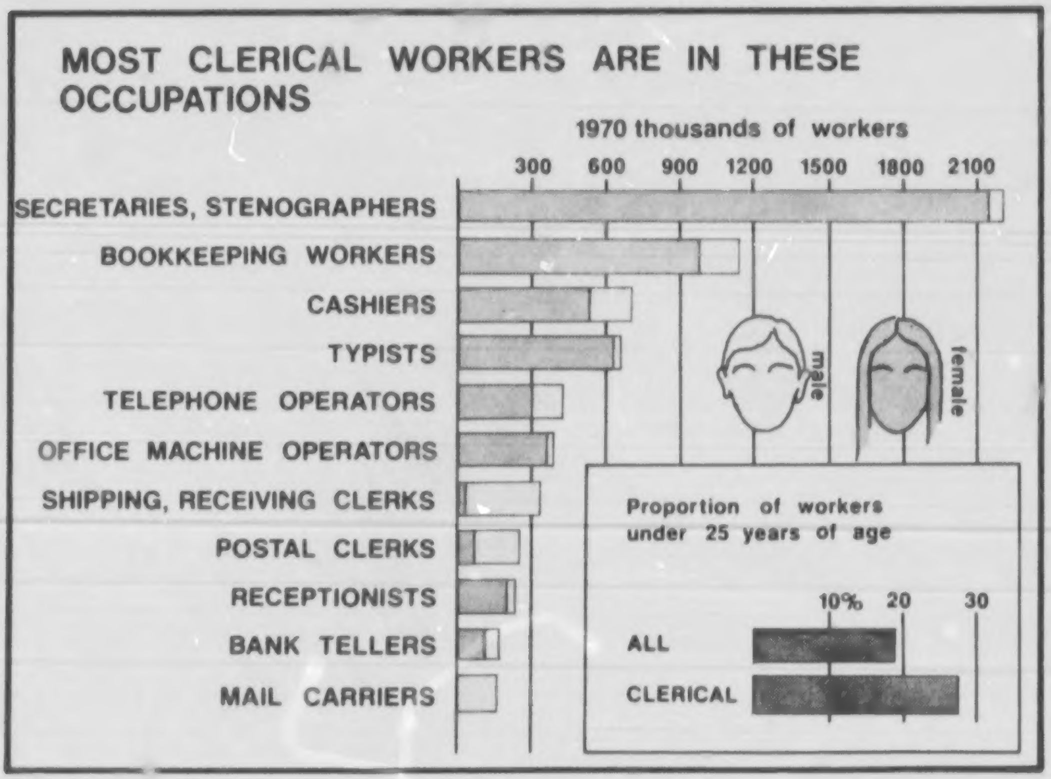
Suggested Use: Opening of School, Open House, Recruitment

WELCOME TO

COOPERATIVE OFFICE EDUCATION
OUR STUDENTS ARE EMPLOYED AS:



Any information relating to males and females in office occupations can be turned into bulletin boards and displays like this. This could be teacher-or student-prepared.



MOST CLERICAL WORKERS ARE IN THESE OCCUPATIONS

Source: Richard G. Lacy, **Exploring Careers in Business** (Instructional Materials Laboratory, University of Missouri,), p. 109.

ATTENTION GETTERS

In the Office Occupations Classroom

Activity 1: "Importance" related to job position

Have students line up in a straight line, picking their position on the basis of their importance. (Do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)

Discuss the implications they made by their choices.

Activity 2: Human traits

Divide students into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable **human** traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

*Source: **Women and the World of Work**, Ronnie Tallen and Claire Allen, Minnesota, 1977.

LEARNING EXPERIENCES
in the Office Occupations Classroom

Lesson 1: Career Choices

When studying career choice, refer to the student exercises of the general suggestions section of this manual. Then refer to page 46 and adapt that exercise to this list of office-related jobs.[3]

- accountant
- bank clerk
- bank teller
- bank officer
- cashier
- city manager
- computer operator
- credit official
- executive
- hotel front office clerk
- hotel manager
- insurance actuary
- mail clerk
- marketing researcher
- office manager
- payroll clerk
- personnel worker
- receptionist
- secretary-stenographer
- stock clerk
- systems analyst
- typist
- advertising worker
- computer programmer
- file clerk
- insurance claim adjuster
- insurance underwriter
- public relations worker
- statistical clerk
- accounting clerk
- bookkeeper
- industrial traffic manager
- insurance claim examiner
- keypunch operator
- messenger
- operator of billings, bookkeeping and duplicating machines
- shipping and receiving clerk
- telephone switchboard operator

Have the students think about and answer these questions:

1. Is there a job in the list you think could not be handled by a male? If yes, which one and why?
2. Is there a job in the list you think could not be handled by a female? If yes, which one and why?
3. Are there jobs on the list you would not attempt simply because you are a female/male? Name them, if so, and tell why.
4. Name one particular job from the list you would be interested in pursuing. What interests and abilities of yours would be benefits to that job?

Additional learning experiences:*

1. In the unit on Distributive Education there are pages dealing with the laws about sex equity in employment procedures. Refer to those pages and share that information with your office occupations students.
2. Have students survey training station supervisors concerning current status and future status of women in executive positions.
3. Discuss work habits and traits including sensitivity of males and thinking abilities of females (non-traditional attributes of each).
4. Conduct discussion of proper business dress. Be sex fair!
5. Use non-traditional speakers at employer-employee banquets.
6. Report on any subtle indoctrination observed concerning male and female stereotyping of occupations in business offices where students are employed. Involve students in this activity.
7. Expose students to non-traditional job role models at every opportunity.
8. Conduct a discussion of husband and wife family roles when both parents are working. Include sharing of responsibilities and societal roles.
9. Have students role-play a variety of office situations reversing traditional roles.
10. Have students study the life-style of workers in different occupations. Information from the workers could include how the workers feel about the duties they perform, how they feel about the social worth of services they provide, the benefits of the job, and examples of discrimination or bias they may have experienced. Provide classtime for sharing of the information gathered.
11. Play career charades. Students sit in a circle and one person in the center pantomimes an assigned occupation. (Be sure to assign some males and females "nontraditional" roles.) Discuss afterwards some misconceptions and preconceived opinions about some occupations.
12. Have a "Talk Day". Co-op class members report one day a week on "Human Relations" problems that occured on their job that week. Problems are discussed, alternatives and recommendations are suggested. Some examples of topics might be how to handle a flirtatious boss or co-worker, how to dress suitably, how to handle an obnoxious customer or co-worker. Especially focus on any problems relating to sex fairness.

*Source: **A Guide for Vocational Teachers of Intensive Business Training in Mississippi** (Mississippi State: Research and Curriculum Unit for Vocational-Technical Education, 1980), pp. 115-116.

- --Use the local newspaper(s) to review job opportunities in the business area. Note any direct or indirect references to the preference of males or females for the jobs.
- --Use a resource speaker from a local business firm operated as a partnership. Look for a nontraditional person.
- --Role play using the telephone (teletrainer) and greeting office callers and have students evaluate each other using checklists developed by the class. Be sure the checklists include using sex fair language and treatment.
- --Discuss the art of interviewing; then role play interviewing for a job. Have students watch for any biased or stereotyped questions or answers on the parts of the interviewer and the person being interviewed.
- --Have students work in groups or individually on a strip story. A strip story is a group of pictures with captions illustrating and explaining a basic concept. Various topics should be used such as the evolution of American business, careers in management, types of business ownership, women in management, etc.
- --An FBLA (Future Business Leaders of America) organization provides excellent opportunities for emphasis in sex equity. All members are challenged to develop leadership abilities, career awareness, and social awareness. Projects could easily be planned around sex equity. Some of the learning experiences in this unit may be acceptable as projects.

*Source: North Carolina Department of Public Instruction, **Education for Business** (Raleigh: North Carolina Department of Public Instruction, Business and Office Education/Occupational Education, 1976), pp. 68, 76, 85, 95, 114.

SAMPLE ACTION PLAN

1. **What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)**

Objective 1: To eliminate the stereotyped female image for office occupations

Objective 2:

2. **What are the appropriate work activities needed to achieve this objective?**

Work activity 1: Use activities from this manual to increase student awareness

Person responsible: teacher Completed by: end of 1st semester

Work activity 2: Recruit and encourage males to enroll in office occupations classes

Person responsible: teacher/counselor Completed by: spring pre-registration

3. **Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?**

Items	Cost
handouts for activities	small - obtain materials through office

4. **What are the specific steps you need to take to implement your program? (Put them in chronological order)**

1) Use activities in classroom
2) Talk with guidance counselor
3) Recruit and enroll students

5. **How can you evaluate your action plan, at what point will you do so?**

Evaluate student attitudes at end of activities. Evaluate enrollment at end of year as we look at enrollment for next year.

6. **How will you let others know about your action plan and its outcomes?**

Conversation with other teachers, administrators, students. Publicity of non-traditional students.

ACTION PLAN

1. What objective(s) would you set for yourself for achieving sex equity within your school or agency? (include timeline)

   Objective 1: ______________________________

   ____

   Objective 2: ______________________________

   ____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

   Work activity 2: ______________________________

   ____

   Person responsible: ______________ Completed by: ______________

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost

4. What are the specific steps you need to take to implement your program? (Put them in chronological order)

5. How can you evaluate your action plan, at what point will you do so?

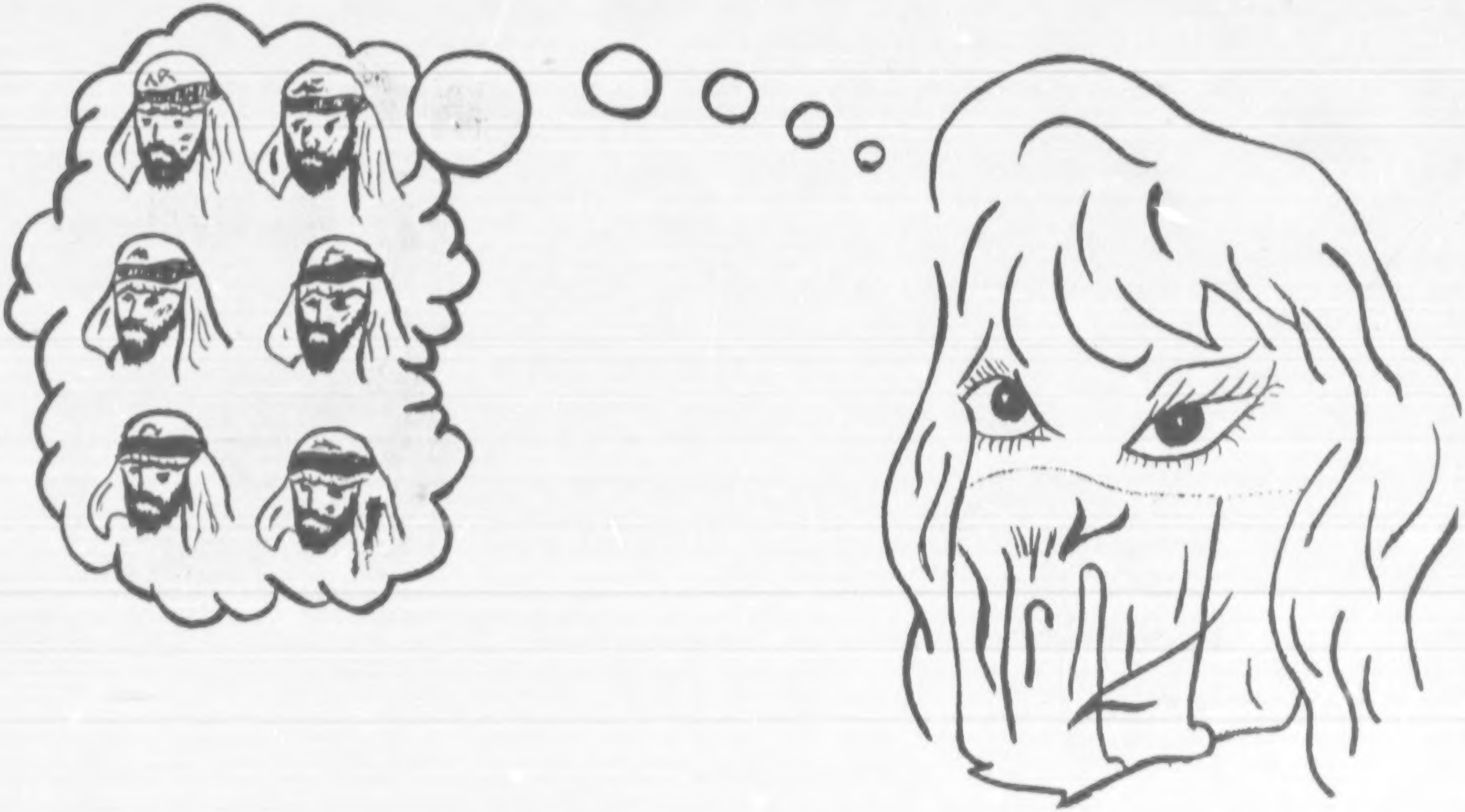
6. How will you let others know about your action plan and its outcomes?

FOOTNOTES

[1] New York Life Insurance Company, "Careers for a Changing World--Business and Office" (New York: New York Life Insurance Company, 1979), p. 4.

[2] J.E. Hulbert, "Sex Discrimination in Vocational Office Occupations Programs," **Business Education Forum** 31, No. 3 (December, 1976), pp. 11-12.

[3] New York Life Insurance Company, pp. 3-4.



PROJECT MOVE

Glenn Smith
Levittown

APPENDICES

Appendix A: Answer Keys

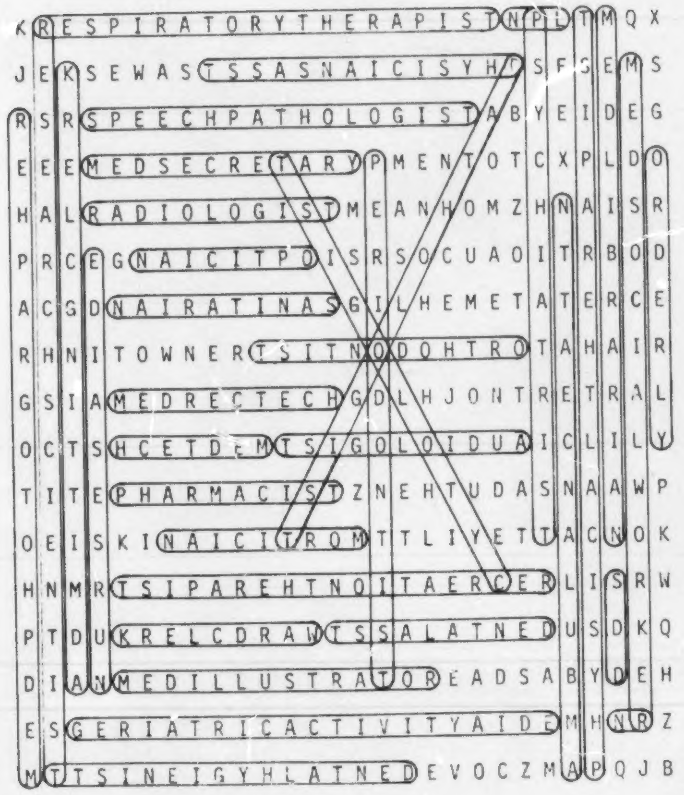
Answers for "Recognizing Sexist and Nonsexist Behaviors: For Instructors"

1. A = B B = F C = A
2. A = F B = F C = B
3. A = F B = F C = D
4. A = B B = F C = D
5. A = F B = B C = B D = A
6. A = B B = F C = A
7. A = F B = D C = F D = D
8. A = D B = B C = D
9. A = F B = A C = D
10. A = D B = B C = F D = A
11. A = B B = B C = F
12. A = F B = F C = D

How well did you do?

Teachers Key

HEALTH CAREER-O-GRAM



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K R E S P I R A T O R Y T H E R A P I S T N P L T M Q X
J E K S E W A S T S S A S N A I C I S Y H P S F S E M S
R S R S P E E C H P A T H O L O G I S T A B Y E I D E G
E E E M E D S E C R E T A R Y P M E N T O T C X P L D O
H A L R A D I O L O G I S T M E A N H O M Z H N A I S R
P R C E G N A I C I T P O I S R S O C U A O I T R B O D
A C G D N A I R A T I N A S G I L H E M E T A T E R C E
R H N I T O W N E R T S I T N O D O H T R O T A H A I R
G S I A M E D R E C T E C H G D L H J O N T R E T R A L
O C T S H C E T D E M T S I G O L O I D U A I C L I L Y
T I T E P H A R M A C I S T Z N E H T U D A S N A A W P
O E I S K I N A I C I T R O M T T L I Y E T T A C N O K
H N M R T S I P A R E H T N O I T A E R C E R L I S R W
P T D U K R E L C D R A W T S S A L A T N E D U S D K Q
D I A N M E D I L L U S T R A T O R E A D S A B Y D E H
E S G E R I A T R I C A C T I V I T Y A I D E M H N R Z
M T T S I N E I G Y H L A T N E D E V O C Z M A P Q J B
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Appendix B: Resources

The following items are available on a free loan basis form the sex equity office in the vocational division. To schedule the materials, please write to P.O. Box 771, Jackson, MS 39205, or call 354-6805.

Books

Fasteau, Marc Feigen. **The Male Machine**, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020, 1974.

Goldberg, Herb, Ph. D. **THE HAZARDS OF BEING MALE Surviving the Myth of Masculine Privilege**, The New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019, 1976.

Kammeyer, Kenneth C.W. **CONFRONTING THE ISSUES Sex Roles, Marriage, and the Family**, Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210, 1975.

Ms. Foundation, Inc. **Free to be You and Me**, McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, NY 10020, 1974.

Oakley, Ann. **Sex, Gender, and Society**, Harper Colophon Books, Harper and Row Publishers, Inc., 10 E. 53rd Street, New York, NY 10022, 1972.

Films and Filmstrips

Cinderella Is Dead

National Education Association, Publications Order Dept., The Academic Bldg., SawMill Road, West Haven, CT 06516.

Filmstrip and record
8th grade-adult
Presents basic labor statistics and facts regarding women in the labor force, demonstrating how nine tenths of all girls will work some time during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

The Fable of He and She
Learning Corporation of America, 4600 W. Diversey, Chicago, IL 60639

10:57 minutes
5-12 grade
Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the threat no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

Hey, What are Your Plans for the Next 60 Years?
Verheyden and Associates, 3747 Huntington Street, N.W., Washinton, D.C.

Slides and tape
15 minutes
Slide presentation raises questions about your plans for the rest of your life, tells about some new jobs that are opening up for women and men, suggests some reasons why it is a good idea to try something new, talks about how changes in work have brought some changes to family and social workers, and how people may feel about those changes.

I'm Glad I'm a She, I'm Glad I'm a He
North Carolina Department of Public Instruction, Room, 352, Education Building, Raleigh, NC 27611

Filmstrip and audio cassette
Junior and senior high
Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

Other Women, Other Work
Churchill Films, 662 No. Robertson Blvd., Los Angeles, CA 90069

20 minutes
Junior and senior high
The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

Sex Stereotyping--Parts I and II
National Education Association, Publications Order Department, The Academic Bldg., Saw Mill Road, West Haven, CT 06516

Filmstrip and record
8th grade-adult
Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy to follow filmstrip.

When I Grow Up
East Central Curriculum Management Center at the Illinois Office of Education, 100 N. First Street, E-426, Springfield, IL 62777

16mm film
20 minutes
Short sequences show examples of sex role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared towards all adults involved in any aspect of the education of students. A discussion guide accompanies the film.

The Women's Prejudice Film
Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, California 90046

film
Upper elementary, high school, college, adult
18 minutes
Many myths and cliches are explored in this semi-documentary approach to contemporary life styles of women. Alternative viewpoints are presented which stimulate the viewer to reappraise his or her current attitude concerning the equality of roles among women and men. Some evidence is presented to indicate that women today comprise at least one third of the nation's work force. More and more jobs which traditionally were assigned to men now are being performed successfully by women. An essential part of many family incomes is supplied by the woman's salary. The film indicates that women themselves need to explore the world of work more fully. Those who have not identified their full capabilities and potential may well be victims of their own acceptance of the outdated and outmoded myths and cliches that continue to surround them. Knowledge of today's **realities** is essential to make certain that **women** and **men** in today's world are **people** of equality.

Other

Choices: Learning About Changing Sex Roles, Level A and B by Nancy Register Wangen and Sherri Wagner, Jenny Publishing Company, Inc., 57 Queen Avenue South, Minneapolis, Minnesota 55405.

Expanding Career Horizons, game, by JoAnn M. Steiger and Arlene Fink, State Board of Education, Illinois Office of Education, Springfield, Illinois.

EXPANDING ADOLESCENT ROLE EXPECTATIONS Information, Activities, Resources for Vocational Educators, Community Service Education Department, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853

Sex Fairness in Career Guidance, A Learning Kit by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.

A limited number of the following three booklets is available to individuals as long as the supply last:

A Checklist for Evaluating Materials

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Guidelines for Sex-Fair Vocational Education Materials

ADDITIONAL RESOURCES

Burkhardt, Carolyn; Lowry, Cheryl Meredith; and Vetter, Louise. **SUGAR AND SPICE IS NOT THE ANSWER, A Parent Handbook on the Career Implications of Sex Stereotyping**, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, 1977. (Booklet)

French, Marilyn. **The Women's Room**, Jove Publications, Inc., 757 Third Avenue, New York, NY 10017, 1978. (Book)

Schenck, John Phillip. **Sex Fairness in Vocational Education**, The ERIC Clearinghouse on Career Education, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 1977. (Booklet)

PROJECT AWARENESS, A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Feminists Northwest, Seattle, Washington, 1976. (Training Program)

Non-Traditional Careers for Women. Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, NY 10802, and The Associated Press, 1974. (Filmstrips and Records with Teacher's Manual)

Foxworth, Jo. **Boss Lady**, Thomas Y. Crowell, Publishers, 10 East 53rd Street, New York NY 10022, 1978. (Book)

Molloy, John T. **The Woman's Dress for Success Book**, Follett Publishing Company, Chicago, Illinois, 1977. (Book)

Hennig, Margaret and Jardim, Anne. **The Managerial Woman**, Anchor Press/Doubleday Garden City, New York, 1977. (Book)

Building Your Tomorrows. A Comprehensive Career Education Model Curriculum.

American Man--Tradition and Change, Butterick Publishing (Filmstrips and Tape)

Vocational Education Sex Equity Strategies, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, 1978. (Training Package)

Breakout. Texas Educational Agency, Office of Sex Equity, Austin, Texas 87701. Video cassette. 30 minutes. Presents the viewpoint of several women who are employed in non-traditional jobs.

Working Equal. Arizona Department of Education 1535 W. Jefferson, Phoenix, AZ 85007. Video cassette, color. 7 minutes. Available on loan from the Southeast Curriculum Coordination Center, Drawer DX, Mississippi State, MS 39762.

The following organizations will add you to their free mailing lists:

Women's Educational Equity Act Program
Department of Health, Education, and Welfare
Office of Education
Washington, D.C.
(phone: 1-800-225-3088)

The Femnist Press
Box 334
Old Westbury, New York 11568

Peer Perspective
1029 Vermont Ave., NW Suite 800
Washington, D.C. 20005
(phone: 1-202-322-7337)

A list of "Resources on Eliminating Sex Role Stereotyping in Vocational Education" is available from:

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The New York Life Insurance Company has a collection of pamphlets entitled "Careers for a Changing World" available on request from:

New York Life Insurance Company
51 Madison Avenue
New York, NY 10010

A study of the "Legal Status of Homemakers in Mississippi" done in 1977 is available from:

The Department of State
Washington, D.C. 20520

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Bernstein, Joan D. **Exploring Role Options: A Guide for Eliminating Sex Stereotyping in Home Economics**. Life Skills Center, Montclair State College, 1979.

Campbell, David. **If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else**. Niles, IL: Argus Communications, 1974.

Cegelka, Patricia Thomas. "Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs." **Exceptional Children**, 42, No. 6 (March 1976), 323-329.

Clark, Linda, and Sharon Lord. "What's Your Sexism Quotient?"

Cliz, Kathy. **Curriculum for Independent Living**. Bismarck: Research and Curriculum Unit, North Dakota State Board for Vocational Education, 1979.

"Consciousness Razors." National Education Association.

Danker-Brown, Pamela, Carol K. Sigelman, and Robert W. Flexer, "Sex Bias in Vocational Programming for Handicapped Students." **Journal of Special Education**, 12, No. 4 (Winter, 1978): 451-458.

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Greer, Mary and Bonnie Rubinstein. **Will the Real Teacher Please Stand Up? A Primer in Humanistic Education**. Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1972.

A Guide for Vocational Teachers of Intensive Business Training in Mississippi. Mississippi State University: Research and Curriculum Unit for Vocational-Technical Education, 1980.

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Homemaking Research Laboratories. **Tips & Techniques for Homemaking Teachers**. 1975.

Howe, Louise Kapp. **Pink Collar Workers - Inside the World of Women's Work**. New York: G.P. Putnam Sons, 1977.

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Journal of Teacher Education, 26, No. 4 (1975), 290.

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Lehmann, Phyllis. "Cutting Sex Bias Out of Vocational Education." **The Education Digest**. XLII, No. 7 (March, 1977), 33-35.

Leibelt, Don C. "Women in Urban Agribusiness." **The Agricultural Educational Magazine**, 47, No. 12 (June 1975).

"Man's Liberation." **Scholastic Teacher**, (November, 1973).

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